

E National Parent-Teacher

The P.T.A.



Magazine

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November 1947

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Official Magazine of the National Congress of Parents and Teachers

Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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One of the most successful projects ever carried out by the National Congress of Parents and Teachers is here illustrated, as Mrs. Ruth Hall, P.T.A. president of Washington, D. C., and two co-workers of the Red Cross make a shipment of supplies for the Red Cross. The supplies include food, clothing, personal, medical, and educational supplies. Last spring and summer parent-teacher members throughout the land filled some three thousand of these kits with needed supplies.

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The President's Message



THE WINTER OF DECISION

NOVEMBER is the month in which we Americans traditionally open wide our doors in all-embracing hospitality. For most of us the first three weeks of November are one long preparation—both practical and spiritual—for our unique native feast day. It is a day we set apart for the celebration not only of an abundant harvest and a rich store of foods for the winter, but also of other less tangible blessings—home, a warm hearth, family, peace and unity. The very word *Thanksgiving* awakens our five senses anew. As we say it to ourselves we seem to hear again the laughter of little children in the living room; to see the long dining-room table, stretched to its utmost and filled in with extra boards, gay with flowers and autumn-colored fruits and all the steamy, heaped-up plates of things to eat. Even the scent and taste of these foods (for we know the Thanksgiving menu by heart) can be re-created by the intensity of imagination.

Amidst such plenty and such joy, we shall bow our heads in thanks to Almighty God. Humility is the essence of the Thanksgiving spirit, and this year we have great need to be humble. We need to give humble thanks for the fate that provides us with shelter and nourishment and hope and courage, when so many have none of these. We ought to be thankful, too, that we who live in a free and forceful democracy have enough of sustenance to be able to sustain the hungry and forlorn in other lands.

In recent weeks, our government has presented us with a food-saving program that is by now well under way in every home. That program makes it possible once again for all of us, working together, to meet a crucial need. President Truman and his Citizens' Food Committee have made it plain that the success of this great humanitarian effort depends not on one or two groups of Americans but upon all Americans. Farmers are doing their part—as they have done so ungrudgingly throughout the years of emergency. Stockmen are doing their part. Industry is doing its part. America's bakers alone will save three million bushels of wheat a month—wheat that will save lives in countries whose fields have been alternately flooded and parched—many of them pitifully laid waste by war.

We parent-teacher members represent a cross section of the United States. We are farmers, industrialists, bakers, housewives, business and professional workers. But most of all we are members of an organization that believes in doing whatever can and must be done to safeguard the children. Our responsibility, then, is twofold. We must practice a measure of self-denial—first as citizens of the United States of America whose President has called upon us to aid the citizens of stricken lands, and second as parent-teacher members who are dedicated to the highest of all causes, the welfare of children.

That hunger is an evil force, that it can create distrust and hostility we know beyond all doubt. The hopeful, united world of tomorrow cannot be constructed out of wrecked nations, out of desolate human beings. It is up to us, as the guides and guardians of the next generation, to build that generation into sane, healthy men and women who can think clearly and act with courage. Once this task is well begun, we may rest assured that we and our loved ones shall live to see a long succession of joyous Thanksgivings.

Mabel H. Hughes

President, National Congress of Parents and Teachers



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WHEN HOME AND SCHOOL

HOW dull the world would be without disagreements! What spice and flavor they add to life; how they brighten with sharp contrast the dull, grey fog of complacency! Were there no disagreements in the world we could expect no progress, because no one would challenge the *status quo*. Through the patient centuries men have dared to disagree, to spend their lives working, searching, striving to find a better way.

Through disagreement Columbus found the Western world. Through disagreement Pasteur learned of germ diseases. Luther's disagreement launched the Protestant Reformation. Dissenters settled colonial New England. American independence was born of disagreement, and the right to disagree is written boldly into our Bill of Rights. Freedom of speech, of the press, and of assembly; freedom in matters of religion; the right of suffrage and of representation—these and other coveted foundations of what we call the American way forever guarantee for all of us the privilege to disagree.

Disagreement between home and school, therefore, should not in itself be particularly alarming. The manner in which disagreements are expressed may be, and often is, extremely unfortunate or at least in poor taste; but the mere fact of disagreement is not itself deplorable. Rather, whenever one finds any two persons who always agree, he may rest assured that they have only one mind between them!

In that very way, disagreement between home

and school *can* be avoided. Parents *can* turn the whole problem of education over to the school staff and refuse to have another thought on the subject. Likewise the schools *can* shut their eyes to home influences and just follow the textbook and course of study. In such instances there may be much sweetness and fluff. Indeed, some P.T.A. meetings are models of decorum—but thoroughly useless because “We never permit the discussion of controversial issues.”

What price harmony? Any parent or teacher who is willing to forgo participation in planning for and guiding his children or his students is unworthy of being a parent or teacher. And rest assured that whenever everyone begins to think, differences of opinion inevitably appear—differences of opinion among teachers and among parents as well as differences of opinion between some

WHAT is the purpose of disagreement? Is it altogether a bad thing? Where and how does it usually arise? Can it be avoided, and would this prevention—if possible—be desirable? A prominent educator, well qualified to speak for both home and school, examines the question of disagreement, maintaining that conflict, properly handled, is the very lifeblood of progress. Do you agree?

IVAN A. BOOKER

teachers and some parents. Disagreements are the lifeblood of progress—the wellspring of hope for better things.

The Fine Art of Disagreement

It is not the *fact* that we disagree, but the *way* we disagree that brings disaster. Too many of us still cling to the law of the jungle. Whenever we encounter ideas at variance with our own, we have but one solution: There must be a fight, a to-the-finish fight. Yet slowly, ever so slowly, we are learning that the world's disagreements need not be settled by combat. A few people have caught the idea. Many are beginning to grope for it, have be-

DISAGREE

gun to practice it on a limited scale in some areas of human relations. Unless the fires of democracy are quenched prematurely, the fine art of peaceful disagreement should eventually prevail.

The oft-quoted axiom "There are two sides to every question" is well anchored in human experience. It is extremely difficult for any one individual to get all the pertinent facts about a given incident or situation. When Junior comes home from school with information that is, to say the least, disconcerting to Mom and Dad, they should make sure first of all that they have the whole story. Junior's version may be accurate but incomplete, or it may be unintentionally but grossly inaccurate. So when something goes amiss that causes either the parent or the teacher to question the other's practices, a timely motto is "Facts; not fangs." If we follow the path of reason, rather than that of bigotry, divergent opinions can be brought into focus on higher levels of performance.

Probably the most common area of disagreement between home and school is that of children's behavior. The teachers are too strict or too lenient. The parents are too indulgent or too inconsistent, or they are guilty of some other gross misfeasance. "If Junior's teacher (or parents) would only handle him my way," says the complainant, "there would be no trouble with him whatever!"

A second area of disagreement is that of classroom practices. Materials and teaching methods often do not meet with parental sanction. Sometimes parents know only the outworn procedures



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This is the Third Article in the Series "Problems of the School-Age Child"

of an earlier generation yet believe that such procedures are still valid. In many cases there are good alternative procedures that can be followed, but school and home simply do not agree as to which is better. At the other extreme, some schools do cling to outmoded practices until many parents, simply as intelligent laymen, know that better methods are widely used elsewhere.

A third area of disagreement is that of broad educational policy. Shall the community have public nursery schools? Kindergartens? Junior colleges? Special opportunities for exceptional children? What shall be the policy with respect to class size? What provisions shall be made for teachers' salary schedules, tenure, leaves of absence, and retirement? On such questions as these the school board and superintendent may move out in advance of public opinion; or, conversely, the public may want a broader and more functional program than the educational leaders have dared to initiate.

Seeds of Dissension

THE specific causes of disagreement between home and school are perhaps as numerous and varied—and often quite as trivial—as lovers' quarrels. Although no bill of particulars is here

in order, it may be helpful to indicate some of the well-blazed trails that lead to unwholesome types of home-school conflicts. If we learn to recognize these trails, some of the vicious consequences of disagreement may be turned to constructive ends.

1. *Cross purposes.* Parents sometimes have one goal or set of goals whereas the school has quite another. Either the home or the school may single out book learning as its chief objective, or drill on the fundamentals, or obedience. Meanwhile the other may concern itself chiefly with social development, creative thinking, or self-control. On and on the list might be extended, even to the critical question of whether the guiding purpose in educational administration is to save money or to educate boys and girls.

2. *Half-truths and misunderstandings.* Usually any misunderstanding has some basis in fact. Unfortunately, however, the molehill of fact often becomes a mountain of fiction. It is so easy to form premature opinions, so difficult to withhold judgment till all the facts are in! And an ever present help in creating trouble is Dame Gossip, whose stock in trade of half-truths she distributes with a lavish hand.

3. *Blemished pride.* Once an opinion is expressed or a position taken, the temptation to defend it is strong. If either a parent or a teacher admits that he was ever so little at fault, his pride must be scaled down, or else abandoned. An easy task? By no means! Much harder than to maintain and defend a position that one knows in his heart to be wrong.

4. *The superiority complex.* When individuals are afflicted with this malignant disease, the will to work together disappears. They have all the answers, know all the solutions. What they would like to do—and try to do—is hand down their own verdict as from Sinai for enforcement.

5. *Petrified obsolescence.* If an adamant posi-

tion is ever justified when disagreements occur, the closest approach to a just cause is probably when either home or school gets bogged down in tradition. Some parents seem absolutely impervious to a new idea on child guidance or education. Similarly some schools sink into an educational coma and stay there, like Rip Van Winkle, for a quarter of a century. In either case, established routines are stoutly defended, new ideas are assiduously avoided, and drift-and-dream is the order of the day.

Disagreement carried on with malice toward all and with charity for none has its potential dangers for all concerned. Either parents or teachers may find themselves floundering in quicksand, with someone's prestige, if not someone's job, in danger. But the inevitable result of misguided conflict is an educational handicap for the boys and girls involved. When home and school resort to conflict, rather than search together for the solution of their common problems, it is the children who suffer most. Their interests are neglected. They are pulled and hauled in opposite directions. Oftentimes they must bear the brunt of personal resentments as parents or teachers "take it out" on them.

The Valley of Conflict

WHEN disagreements arise—as arise they will—there are several tested ways of keeping the conflict alive and making it bitter and destructive. None of the following procedures is therefore recommended!

1. *Appeasement.* If the divergence of opinion rests on valid ground, there is scant hope of solving the problem through appeasement. In home-school relations, no less than in international dealings, a forthright frontal attack on the problems at issue is essential.

2. *Guerrilla warfare.* Neither sniping at the enemy from concealed positions nor an occasional sortie from ambush has resolved many home-school conflicts.

3. *Duels and free-for-alls.* Conflicts between home and school can (and sometimes do) sink to the level of personal feuds. Original issues may be all but forgotten as individuals battle it out for personal victory. Whether the disagreement is between one parent and one teacher or between groups, personal feuds obviously can contribute nothing to educational progress.



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4. *Veto power.* The ability to work together is greatly hampered, if not wholly destroyed, whenever either the home or the school insists on retaining the veto power. Little can be accomplished if the only contribution of one participant is a lusty no to every suggestion.

5. *The armed truce.* An armistice in home-and-school disagreements is subject to the same defect as appeasement; it does not solve but merely postpones. If small conflicts are suppressed rather than resolved, they are likely to flare up later as major disagreements.

6. *Whitewash.* A last futile method is the attempt to whitewash all differences of opinion instead of seeking an honest solution to them. "Pretending" is an entertaining children's game, but it has its recognized limitations as a method of settling the disagreements of mature adults.

The High Road of Cooperation

THE way toward reconciling different points of view is not an easy one. The trail is winding and narrow, and there's many a sheer precipice from which one can easily be catapulted into the valley of conflict below. But the road is passable and the view superb. Careful drivers will observe these highway markers:

1. *Foundations in fact.* At the first symptom of disagreement between home and school the search for facts should begin. On no other foundation can harmony and mutual understanding be built. Get the facts, *all* the facts.

2. *Straight thinking.* The mere collection of facts is not enough. One must be willing to use them—to face them even when they are disconcerting, to weigh them one against another, to organize them and reason logically with them. Straight thinking is never defensive, never concerned with proving some preconceived idea. It begins with known facts and proceeds step by step into new and uncharted territory.

3. *Problems vs. personalities.* If the focus of attention can be kept on differences of opinion and directed away from the people who hold these opinions, the restoration of agreement is relatively easy. The first rule for the athlete, "Keep your eye on the ball," is equally valid here if paraphrased to read "Keep your mind on the problem at issue."

4. *Mature emotions.* An essential quality in resolving disagreements is emotional maturity and all that it implies. Feelings stand in the way of straight thinking. Parents and teachers are adults—supposedly. They will do well, therefore, to keep a rein on their emotions, heeding the timely adolescent injunction, "Be your age!"

5. *Common ground.* Few differences of opinion arise that afford no common ground of understanding. If one looks for it, he is likely to be surprised how much of it is there. And, as more and more of this common ground is discovered, the easier it is to analyze the differences that remain. While searching for facts, therefore, seek also for the points on which all agree.

6. *New horizons.* The resolution of disagreement should seldom result in whole-cloth adoption by either side—the home or the school—of the other's point of view. On occasion this may be the only acceptable measure, but rarely so. Neither is compromise the best solution, when each contestant gives up something for the sake of harmony. No, the high road of cooperation leads to better goals. Usually differences of opinion should produce a new point of view, superior to that which was held by either party when the study of the problem began. This is the rainbow of promise that disagreement holds.

Putting Together Agreements

PEOPLE who are courageous enough to believe that the fine art of civilized disagreement is possible, that new and better practices can be derived through the cooperative study of problems on which we disagree, will see at once how this applies to the P.T.A. Is it not one of the valuable functions of that organization to "put together agreements," forging from many points of view a common purpose and a vital program of child guidance in home and at school?

This does not mean that the P.T.A. should be a constant battleground. By all means, the slough of unwholesome dissension and the pitfalls of the valley of conflict should be meticulously avoided. But, conversely, differences of opinion should be candidly faced. In the P.T.A. all points of view can and should be brought into new and sharper focus on everything that vitally affects the child.

See outline, questions, and reading references on page 36.

THERE is no learned man but will confess he hath much profited by reading controversies; his senses awakened, his judgment sharpened, and the truth which he holds more firmly established. In logic they teach that contraries laid together more evidently appear; and controversy being permitted, falsehood will appear more false, and truth more true.—JOHN MILTON

THE war against disease never ends. New foes appear as old ones yield; new conditions breed new dangers. And as in all wars, the forces in the field need constant support from those at home, for whose safety they fight. Read this article for a description of the enemy, for news of the campaign to defeat him, and for information about how you may help on the propaganda front.

THE physician who diagnoses anemia in an infant nowadays is likely to provoke the child's parents to belligerent incredulity, as if he were accusing them of neglect. "How can Johnny be anemic?" the shocked mother wants to know. "We have always taken such good care of him! We gave him all the vitamins right from the start, and he has his vegetables and cereals, and we increased his formula just the way we were told, and he had his daily bath—not to mention lots of fresh air and sunshine."

Most modern parents think of anemia as a disease of neglect, a form of malnutrition caused by the lack of necessary food elements and therefore avoidable with the proper diet and care. This attitude testifies to the effectiveness with which the gospel of Nutrition with a capital N has been preached to the present generation. But it is hardly accurate. To be sure, certain types of anemia can be caused by dietary deficiencies, and these purely nutritional anemias are preventable; but there are other common types of anemia that are not so easily dealt with.

It is important to realize that anemia is not a single disease with a single cause but rather an abnormal state of the blood that accompanies



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ANEMIA—

W. W. ZUELZER, M.D.

other pathologic conditions and has many and widely different causes. The anemic state is in itself harmful to the body and calls for corrective measures. But beyond that, anemia is often an indicator of other diseases. Therein lies its great importance in regard to both diagnosis and subsequent treatment.

Major and Minor Causes

THE list of the common causes of anemia in early life varies somewhat in its composition from place to place, depending on the general state of child health and child care. In this country, fortunately, nutritional deficiencies have been eliminated from the lead, largely as the result of parent education. By far the most important single cause of anemia in young children today is infection. Most of the cases seen in our clinics and offices can be traced to an infection of one kind or another. Such infections may be acute or chronic, serious or seemingly trivial, obvious or hidden in some inaccessible part of the body so that only a careful and sometimes prolonged search will uncover them.

Defective diet alone is a poor second to infection as a cause of anemia, but often the combination of these two factors leads to a more profound and more rapidly developing anemia than could be produced by either factor alone. The usual nutritional anemia of early life results from lack of iron. This element is an essential building stone of hemoglobin, the substance that gives the blood its color and enables the red corpuscles to carry oxygen to the tissues. Milk, otherwise an excellent food, is poor in iron and must be supplemented sooner or later by solid, iron-rich foods. Infants who are allowed for one reason or another to remain too long on a diet of milk alone are likely to develop an iron-deficiency anemia.

Compared with iron, other nutritional factors play a very minor role in the anemias of infancy, at least in this country. A reasonable baby diet based on milk and supplemented by cod-liver oil and orange juice and later by cereals, vegetables, eggs, and meat contains all the factors necessary to protect the normal infant from anemia. There is no need for expensive preparations, such as liver extracts or the fashionable vitamin B com-

FOE OF CHILDHOOD

plex, which are sometimes advertised as "blood builders." Except in special cases their use is of benefit chiefly to the manufacturer.

A definite predisposition to nutritional anemias, mainly those of the iron-deficiency type, does exist in premature infants. The fault here, however, lies with the baby rather than with the diet. The premature infant misses out on the blood-building materials that are normally transferred from mother to child in the last few months of pregnancy and act as reserves upon which the baby can draw during the first few months after birth. Such small reserves as the premature infant can draw upon are used up at an excessive rate because its body grows more rapidly than that of a full-term infant. The deficit cannot be made up by dietary intake alone, and premature babies almost invariably develop an anemia requiring medical treatment.

A Study of Enemy Tactics

IN the nutritional anemias the body cannot make enough blood to meet its ordinary needs. For the so-called *hemolytic* anemias an entirely different mechanism is responsible. Here blood production is normal or even increased, but the red corpuscles are destroyed more rapidly than they can be replaced.

The red corpuscles can be affected by a variety of agents. They may be attacked and invaded directly by parasites as in malaria, which is the commonest cause of hemolytic anemia in large parts of the world. They may be destroyed by the action of chemicals, household poisons, industrial poisons (for instance, lead), sulfa drugs, animal poisons (such as snake venom), vegetable poisons, and toxins released by bacteria in the course of certain infections. Most of these substances can cause a severe acute anemia with sufficient loss of red blood cells to lead to death in a few days.

The anemias due to infection, poisons, or faulty nutrition are acquired conditions caused by influences outside the body. With the removal of these environmental factors, the blood of such patients usually returns to normal. By contrast the so-called constitutional anemias are inborn, permanent abnormalities resulting from the inheritance of defective genes. The red corpuscles of the affected individual are inferior from the start and can no more be altered than the color of his eyes. The defect is built in, so to speak, and cannot be removed. The only possible help is to reduce the



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severity of the anemia by proper treatment. Naturally, the constitutional anemias are hereditary, but not all members of a family are necessarily affected, nor is the disease equally severe in all cases.

Facts About the Rh Factor

LATELY the public has heard a great deal about a disease of the newborn that goes by the ten-dollar name of *erythroblastosis* and is linked to the notorious *Rh* factor. So much nonsense has been written on this subject that many prospective parents live in fear of the *Rh* factor.

To begin with, the name is misleading. The *Rh* factor is not some mysterious and harmful substance lurking in our blood, as some people believe. Nor is it an essential component of our red corpuscles the lack of which is a serious and somehow disgraceful defect, as others seem to think. *Rh* is a name arbitrarily given to a normal property of red corpuscles according to which we divide people into two groups, called *Rh*-positive and *Rh*-negative. We might call these groups A and B if those designations were not already in use for other independent blood groups. Just as blood belonging to group A differs from blood of group B so the *Rh*-positive blood differs from *Rh*-negative blood.

Both types are perfectly normal. Trouble may arise, however, when a mother belonging to one type carries a fetus of the opposite type, as when the mother is "negative" and the baby "positive." Exposure of the mother's

tissues to the "foreign" material contained in the baby's blood which leaks across the placenta may produce a defense reaction in the mother's blood comparable to that which occurs after exposure to germs. This reaction we call immunity. It consists in the production of antibodies, or substances that are capable of destroying or neutralizing the invading foreign matter. In immunizing our children against smallpox, whooping cough, or diphtheria we deliberately attempt to provoke the formation of antibodies which will protect the body against the germs responsible for these diseases.

Nature is not always wise, and a mechanism developed for our protection in one situation may be harmful in another. In the case of the Rh factor the production of antibodies is undesirable. The antibodies formed in the mother against the baby's "foreign" red corpuscles filter into the baby's system and there wreak havoc, destroying red corpuscles and creating a severe anemia. If the baby survives—and most of them do—his blood will return to normal as soon as the antibodies transmitted from the mother disappear from the blood. The mother herself, on the other hand, will go on forming antibodies whenever she is exposed to Rh-positive blood, in other words if she again becomes pregnant with an Rh-positive baby. Each new pregnancy acts like a "booster shot," and each successive Rh-positive baby is likely to be affected.

Fortunately it takes more than the mere combination of Rh-negative mother and Rh-positive child to produce the sequence of events just outlined. It cannot be stressed enough that most Rh-negative women—about 97 out of every 100—will have perfectly normal children because they do not readily produce antibodies against the Rh factor. Hundreds of thousands of women belong to the Rh-negative blood group, and most of them have Rh-positive children; yet erythroblastosis is a relatively rare disease. It has been receiving public attention lately only because its cause has at last been discovered. It is also important to remember that the baby afflicted with this disease has a fair chance of recovery.

Research Without Results

WE cannot leave the field of anemia in childhood without touching on the tragic subject of leukemia. This disease, which we look upon as a cancer of the blood-forming tissues, invariably leads to anemia as the malignant cells interfere with the production of red corpuscles in the bone marrow. In fact, anemia is quite often the first insidious sign of leukemia. Contrary to the fears of some people, there is no reason to believe that leukemia is on the increase. But it is sadly true that successful diagnosis is of little help to the patients, for as yet there is no cure for this terrible disease. We are ignorant of its cause and we have no treatment for it. Medicine, ever hopeful and optimistic, is continually working on this problem, and in legitimate institutions various new forms of treatment are constantly being tried. Thus far, however, only failures have been recorded. Newspaper reports of leukemia "cures" are based on errors in diagnosis and have tragically deceived scores of anxious parents by arousing false hopes of recovery.

Signs and Symptoms

THE effects of anemia on the body naturally vary with the severity of the condition, the rapidity of onset, and the duration. The outward signs and symptoms vary accordingly. An acute, rapidly progressive anemia, if untreated, may bring death in a matter of days. Certain chronic anemias, on the other hand, may go on for years and may even be compatible with a normal life span, although the anemia will interfere with normal activity. Children with long-standing anemia fail to grow properly and may be permanently stunted.

The anemic patient is as a rule weak, tired, and irritable. The digestive tract suffers, the appetite is poor, and constipation is common. These symptoms are less common in children, whose organism adjusts itself surprisingly well to even severe degrees of anemia. They look deceptively strong and active even though their blood count is extremely low and any sudden exertion or an otherwise trivial infection might kill them.

Anemia weakens the resistance of the body to infection. It overstrains the heart, too, for the oxygen carriers of the blood must be propelled through the circulation at a more rapid rate in order to compensate for their reducing number. In severe anemia the breathing is labored. Air hunger develops, and ultimately heart failure may lead to death. Fever is not uncommon.

Pallor, of course, is the outstanding feature of most anemias, but the anemic child is not necessarily pale. Nor does pallor in itself mean anemia. The color of the skin is influenced by many other factors—for instance, the state of the blood vessels, the pigmentation, and the fluid content of the skin tissues. Many children who are brought to the doctor because they are pale have a perfectly normal blood count. On the other hand, parents often miss the development of pallor in their child because of its gradual onset.

Parents should consult their family doctor as soon as they notice any of the signs mentioned above or any other untoward symptoms. In nearly every case of anemia an examination of the blood will be necessary, but, as we have seen, a thorough examination of the whole child is essential. Many doctors now make it a practice to take the blood count as part of the periodic routine checkup. This sensible procedure has led to the early detection of many cases and prevented their reaching the more serious stages. When parents understand the nature of the particular type of anemia that is discovered to be present, the treatment of the condition becomes much less of a problem. A program of long-range management can be undertaken, with—in most of the cases—good prospect of success.

The Way of a Child with Books

JAMES GRAY



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THIS article contends earnestly that it is important to encourage children to read and no less important to exercise a discreet influence over their choice of reading matter.

Let the author take a moment to put his credentials before you. He is the son of a father and a mother who, though not grimly determined to improve the minds of their young, were convinced that books were as necessary as green vegetables to the diet of the family. Both liked to read aloud. In a day long before the radio brought symphony concerts of a Sunday afternoon, they would take turns for hours on end, reading everything they themselves liked, from *Alice in Wonderland* to *War and Peace*. Their son remembers sitting in rapt attention at the age of six while his mother read from a book he later discovered to be Dante's *La Vita Nuova*. He did not, of course, understand a word of it; yet there was something benignly enveloping, soothing, and rewarding about the sensuous experience—the rhythm, perhaps, or perhaps merely the climate of mental effort.

A kind fate has permitted that son to devote his life to the consideration of books and the creative minds that produce them. And of the millions of words he has written in criticism and comment on literature, some 20 per cent have been diverted into the channel of children's books. He has writ-

ten extensively about them not merely because it is a part of his job but because he has a sincere respect for the kind of intelligence that brings ideas, experiences, and adventures to young minds. Children—born innocent of bigotry and receptive to any fresh and legitimate excitement—make (until their tastes have been corrupted) the best audience an artist can find.

Finally, this writer is the father of a family whose every member makes his own way to that alcove of a library where his needs can be satisfied and where he can remain for hours blissfully oblivious of the outside world.

Where To Start

HERE then, briefly, is the philosophy of a bookman who believes that the stimulation of literature should be offered to children at an early age: Put the best of it in their path where they cannot possibly help tripping over it, and then tip-toe quietly away to let them enjoy it. Familiarity is the trap to set for them.

If this sounds like the pompous statement of a specialist who has always had books piled about him like leaning towers of Pisa, let the impression be corrected quickly. It is not necessary to own thousands of volumes to create an environment in which books will take on the casual look of friends. There is always the public library, waiting with a touching eagerness to serve any and all!

I know a father who discovered to his dismay

A DISTINGUISHED novelist and literary critic recommends a simple but highly effective method by which to lead children toward good reading. His formula is especially pertinent just now as we herald Children's Book Week, to be observed this year from November 16 to November 22.

that his son was a changeling creature who deviated from the family pattern of literary interests. The boy was completely obsessed by mechanical things, and specifically by the charms of radio. The father, being a conscientious soul, worried about his son's one-sidedness. Finally he hit upon a subtle plan. Though the family had neither a large library nor the funds to acquire one, he began carrying home armfuls of books from the neighborhood branch library. At first, to disguise his intention, he threw in his son's way only works that would be of interest to a radio engineer. "Something I picked up that I thought might be helpful," he would remark casually.

But the technical book was only the entering wedge. Having made the printed word familiar to his son, the old campaigner began to introduce, almost as though by accident, pseudoscientific fantasies like those of H. G. Wells. In the boy's moments of relaxation (such as come even to the sternest of scientists), these too were abstractedly absorbed. The father, never commenting on what had been accomplished, watched with secret satisfaction the broadening of his young man's intellectual horizons.

The boy grew older and the father more reckless. Each week there was made available to that son a pile of books gathered seemingly quite at random. But into the stack the father was now introducing even such items as the *Oxford Book of English Verse* and the Untermeyer collections of contemporary poetry.

One day as the family sat about the living room, a telephone call came from the addict of a radio quiz program who wanted help in identifying some lines of poetry. The father took the question back to the family circle. The lines were of the haunting kind that everyone remembers but cannot quite place. Presently the young engineer roused himself out of the absorption that had kept him tinkering with the radio.

"Why, that's from Goldsmith's 'Deserted Village,'" he said.

"Are you sure?" his father challenged him.

"Yes," said the boy. "I can quote the next ten lines or so." And he did.

All unconsciously he had acquired a wide, if scattered, knowledge of English verse. His slightly bewildered response, when this fact was pointed out, was simply "What of it? Hasn't everybody?"

So might any child reply, if it were not for a certain tension in the minds of people who champion the cause of "the best" in literature. No one knows better than the professional critic how delicate is the relationship between the reading public and any individual who puts himself in the position of teacher, expounder, or knight in shining

armor riding out in defense of "the best." Every normal person feels an instinctive distaste for the airs and graces of superiority.

The Mistake To Avoid

IT has been my experience that nothing in the least desirable is accomplished by assuming an air of martyrdom whenever children turn to what Sam Goldwyn has called the "blood-and-thirsty" forms of entertainment offered by screen, radio, and comic book. Lose your child's sympathy, and the whole cause of influencing him is also lost, and probably forever.

The way is simply to open the door on the treasures of the earth. Teachers and librarians have learned this. In many schools and public libraries all over the country, rooms have been created where children may browse without the sense of being driven in any particular direction. Sunny window seats, bright curtains, easy chairs, a total absence of the stern implication that "Here is where you find Literature, and if you don't like it you are a degraded creature with a very low IQ"—this sort of atmosphere, as many people have learned, is what is really needed.

Here a boy of nine can discover *Huckleberry Finn* and value him properly because the discovery has been unpredicted. Here the girl of eight can have a rendezvous with Louisa May Alcott and come to know, on her very own, that good, wise interpreter of the comforts of a united family life.

I am profoundly convinced that children will naturally select and like what is distinguished in any field of the arts. And not merely that, I believe that they have—or are capable of having—an original, discerning, critical attitude toward the arts, including literature. Listen to a group of young people discussing the art of jazz as practiced by Benny Goodman. They know a tremendous lot about it. Human beings who are capable of that degree of sense and sensitivity with regard to the art of Goodman are capable of the same degree with regard to the art of Brahms or Thomas Mann. Many, many of them do manage to carry it over from one field of the creative arts to another.

What we parents (some of us, that is) need to learn is that indifference to our children's intellectual habits is a serious misdemeanor and that hostility to their preferences is a fatally mistaken technique. With discretion, restraint, and sympathy we should do our best to open the door for them—the door to the treasures of the earth. Sometimes only the merest push is needed, but that much, at the very least, should be required of all parents.

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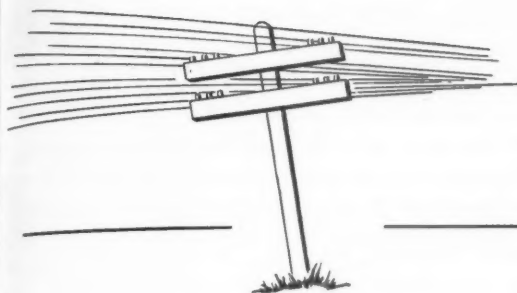
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Notes from the

NEWSFRONT

Dentistry for the Deaf?—It may well be that when present theories are verified, deaf persons may find themselves visiting their dentists for help. Studies being carried on at the University of Pennsylvania indicate that dental treatment may aid in relieving certain types of ear trouble.

"One World" Brought Home.—A prominent industrialist in Janesville, Wisconsin, whose company does a large volume of business in foreign countries decided recently to teach his employees—and other townspeople as well—the importance of a thriving world trade. Accordingly he paid off one week's salaries in Mexican pesos instead of American dollars. Local bankers and merchants cooperated, and the citizens of Janesville, circulating their pesos, had a valuable lesson in international exchange.

We're Growing and We're Healthier.—The latest Census Bureau report places the U.S. population figure at 142,656,000—a gain of 10,986,725 since 1940. And what's more, the population as a whole is growing sturdier. Insurance statistics reveal that the death rate in 1946-47 was the lowest in America's history, and the birth rate, which has been rising steadily since the middle of last year, may soon achieve record proportions.

Excelsior?—At present only fifteen states in the Union require their teachers to have a college degree, and even these states will grant emergency licenses to teachers having little more than a high school education. Ten states do not require any training beyond high school. What is still more discouraging to educators, it is estimated that the average teacher today has had one year less college training than the average teacher of five years ago.

Murder After Dark.—Parents who have long deplored the radio fare offered to their youngsters during the late afternoon and early evening hours will be gratified to know that the future looks brighter. At least one major network has announced that after January 1948, detective yarns and mystery programs will be broadcast only after 9:30 p.m. Now there will be only one more hurdle—making sure that Junior is in bed and asleep before the lurid tales begin.

Spot Cleaning.—The next time a blob of mayonnaise lands in your lap as you are jostled at the drugstore lunch counter, don't despair. Just dip the corner of a napkin in black coffee and rub gently on the spot. The stain will disappear.

New Cures for Ancient Plagues.—Recent experiments offer hope for a new method of slowing down cancer

growths in order to allow more time for successful treatment. And surgical operations in which small pieces of the lung are removed have been described as useful when all other types of tuberculosis treatment fail.

It Can Be Done.—It took a lot of hard work, but at last teachers' pay envelopes are getting fatter. This fall the nation's teachers will receive \$350,000,000 more in salaries than they did a year ago. (Of course, living costs have gone up too.)

From G.I. to M.D.—Of the 6,252 aspiring doctors who are entering medical schools and institutions of basic sciences in the country this year, 70 per cent are veterans. Only 9 per cent are women.

What Is Inflation?—To the average American it means just this: If you earned \$2,500 a year in 1939, you need an income of \$4,511 today to pay for the same goods and services. One who earned \$5,000 in 1939 needs \$9,769 in 1947, and a 1939 income of \$7,500 must be actually doubled today (partly because of taxes). In the lower brackets, \$1,200 in 1939 corresponds to \$1,932 in 1947; \$1,800 to \$3,108.

Safety Preferred.—A nation-wide poll of taxpaying citizens recently disclosed the heartening fact that 78 per cent of them favored driver education in public high schools.

Dairy Land.—Everybody knows that the United States is highly industrialized, but few people realize that it is also one of the greatest of dairy nations. Yet milk provides a cash income to one out of every fifteen American families. In 1944 Wisconsin alone boasted more than 2,400,000 milk cows. Minnesota, in second place among the states, had 1,700,000. Next in rank came Texas, Iowa, New York, Illinois, Ohio, Missouri, and Michigan, each having more than a million milk cows.

Anniversary of the Little Red Schoolhouse.—Faith in the value of public education is an old American tradition. On November 11, 1647—just three hundred years ago—Massachusetts passed a law requiring every township of fifty householders to have a school for its children.

A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 12-47, this means that your subscription will expire with the December *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the January issue. Send one dollar to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.



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EMOTIONAL GROWING PAINS

MOST schools have one formula for success and happiness in life: "The more you know, the better off you are." Some lucky people follow another formula: "It isn't *what* you know; it is *whom* you know!" Perhaps there is some truth in both of these. But today, because we know more about people, a third principle seems more nearly to work: "It isn't what you know; it is *how* you feel."

More and more we are realizing that it is feelings that count. Whether inside of you there is anger or worry or fear or antagonism or not-caring, whether you doubt yourself and are suspicious of others, whether you feel sure inside of yourself and are trusting of others—feelings like these, more than anything else, determine the kind of

JAMES L. HYMES, JR.

worker you are—or boss or husband or friend. They color your every act, with people and with materials; they affect all that you do as a person.

These feelings start at birth. Children learn them—infants, crawlers, toddlers, the nursery age, the starting-to-school child. They learn feelings as a part of everything else they do. Feelings are the by-products of their sucking and eating and sleeping and toileting, and dressing and climbing and building and playing. From the very first moment on, along with every outside act of their lives, there is a response inside, sometimes a nice and good feeling, sometimes an uncomfortable one.

Over and over the feelings come. More and more, however, each new feeling-sensation—no matter what the activity from which it arises—tends to be like earlier feelings. A pattern of response is set up; one feeling controls what the next one will be. Before very long in a young child's life his typical emotional response has been established. This can be changed, for nothing with people is fixed forever. But the older the child, the harder the change. Too much practice has gone on before.

All the more reason, then, for adults to work from the very beginning so that the feelings that come are good ones, nice feelings, comfortable ones for children to have inside. How to do this? The answer lies in the way we help children to handle the matter-of-fact, routine jobs and activities and situations of everyday life.

Awaiting the Signs of Growth

GROWING up is no easy job. Growing up means giving up. Growing up means holding back. These are two hard jobs for children to learn to do; growing pains go along with them. We adults *can* lessen these pains. Sometimes, however, we sharpen them and make the hurt go deeper.

Giving up and holding back—it is no help if you rush children into learning these. Children grow up more easily if they can take each step in their stride, going their own pace, setting out whenever they are ready to and arriving whenever they do. It is the rushing, the pushing, the hounding that hurts. If you want to lessen the emotional growing pains, if you want the by-products to be comfortable feelings inside, one way is to let children give you the signal. They can tell you when they are ready to grow.

**This is the Third Article in the Series
"Problems of the Preschool Period"**

EMOTIONAL growth, a lifetime process that begins at life's very threshold, is something that needs to be much better understood by parents. For one thing, most adults make the mistake of thinking that growing up emotionally is just like growing up physically—when it isn't. The author not only points out the difference but describes the pains that go along with emotional development. He also suggests what can be done by wise and sympathetic guidance to lessen the hurts.

This is true in feeding. Babies can tell you when they are ready to give up a feeding or to begin giving up the nipple for a cup or to give up their old foods for new. They can tell you even though they have no words. Their behavior is a language; their body gives you clear-cut signs. It is true in sleeping; they can tell you when they are ready to give up their afternoon nap. It is true in elimination; they can tell you when they are ready to hold back and stay dry until the time and place are right. It is true in all the steps that mean growing up: talking over instead of hitting, waiting instead of grabbing, sharing instead of holding, grimacing instead of shrieking. If you keep your eyes on children they can say to you, "Now I am ready to move ahead."

If you rush children before they give the sign, then the pains can really hurt. The feelings inside of children act like an anchor or a drag. They slow down the growth you most desire. They make a child want to keep going back to where he was before. Inside of him there is a need for something he likes but something he feels cheated out of. Once he was made to leave it before he had his fill. It may have been sucking or messing in dirt or being held close or being the baby or just plain playing. He never had enough, so he is uncomfortable. He keeps wanting to come back for more.

This is the strange part of it: People want their children to get to some goal fast—to be polite or to stand on their own two feet or to stay dry or to read or not to hit. Adults push and hurry and nag, but in their pushing they force children to travel the slowest, least certain way. No one can make progress ahead when all his real wishes are behind him.

We do this more to children when the goal has an extra importance to us adults, whether it is learning to read or to share things or to control tears or temper. It is then that we are most likely to forget that you cannot rush growing. This is particularly hard on children because above all else they want to please us. Our love and approval mean the whole world to them. Rushing them acts in two hurtful ways: It makes them grow more slowly and it makes them feel bad. It builds suspi-



L. © John Mills

cions inside: "I am no good. . . . I can't do this thing they want me to. . . . Maybe I could if I tried hard enough. . . . But I am trying and I still can't. . . . I must be bad. . . ."

Perhaps growing up always means some pain for children, but we can lessen it. And one way is to let children set the pace. Let them tell us, by their behavior, when they are ready to take the next step.

Not "How Far?" but "How Fast?"

THERE are other ways in which we can help. Children have to grow at their own rate. Even the ads ask: "How far is it from New York to Chicago? Four hours by plane, twenty-four by train, two days by car, and seventeen days by pogo stick." It all depends on how you travel. Each person has his own way; some zip along, and some crawl.

It is of no help, when you have made a little progress, to be blamed because you did not make more. That takes the wind out of your sails. A rigid standard that is not for you—*any* single standard, be it in keeping dry, dressing yourself, saying "Please," holding back tears, or being promoted to second grade—has only one result: It makes you try less hard. There is no point in working hard if people will not give you credit when you have done your best.

Children need all the support they can muster if they are to learn to give up and hold back. Forgetting that this is real learning, we ourselves sometimes withdraw our support when it is most needed. Forgetting, we set a pattern that confuses

children. We say to them, "You mustn't hit your little friend. Hitting isn't nice." But another time our theme song is "If you do that again I'll spank your bottom." One time we preach loftily, "You are old enough now to control your temper. You can go to your room until you calm down." But another time we storm, "It makes me just furious when you act that way. You are a bad, bad child. I don't know what to do with you!" In the afternoon we say, "You must share your toys. You can't have everything for yourself," but at the supper table we change to "This piece is for you. The biggest one is for Daddy."

It is no help to children if we talk one way and act another. This makes the learning very hard. It puts the whole burden on children with no aid from adults. Children have to go it all alone.

Help Wanted—All the Time

WE must support them in many ways. One other way is to know what progress in growing up really means. It is not always bright and shiny and nice. You cannot always tell it at first glance. We need to remember things like these: The child says no when he is more mature; he talks back when he is bigger; he says bad words when he talks more; he refuses some foods and he won't take our ideas when he is more of a person in his own right. Growing up is not all a steady march toward what adults call perfection; being "bad" some of the time is what children have to do as preparation for being "good." It is a real step forward. To know this frees us to give children support when it is needed.

We must know another thing too—that children sometimes slide back to more childish ways. This too is progress. All children do it. They are dry and then they wet again. They can walk, yet they crawl some more. They can feed themselves, and then they want to be fed. They are beginning to read, but they want someone to read to them. Children may feel at ease with strangers, but there are times when it is nice to have Mother close. They *can* share, but sometimes sharing is just too hard to do. And it is no help if people misunderstand the normal thing to do until it looks as though you have been especially bad.

We do this a lot to children. Maybe one reason is the complexity of our adult lives: decisions to make, conflicts, responsibilities, planning. A child's

life is just fun, and maybe inside of us we resent it. This may be one explanation of why so many adults get angry at children, nag them, pester, correct, punish—just because children seem to have the best of it and the adults want to get even. But children need more support than this. They need the chance to learn through play, to try out and to experiment, to make their own mistakes.

There is one more help adults can give: We have to keep clear what growing up emotionally means. It is different from growing up physically. When the child is little he needs our two hands and feet. We must hold him while he walks; we must feed and dress him and pick him up when he falls. Then, almost suddenly, the picture changes. The adult is in; then the adult is out. The child grows physically and he is not dependent on us any more. He can do things for himself and by himself. We are in the way.

Emotional growing up is different. The adult is never out. He stays needed all through life, but needed in a different way. This is hard for us to grasp. Children run to us when they are hurt. We say, "You're not a baby any more" because we think of all the times our loving care was brushed aside. Children cling to us when they start to school. We say, "Don't be a mother's baby" because we think of all the times when they were too darned independent. They want to sit on our laps and we push them off. "You're too big for that baby stuff."

The all-white or all-black is always easier to understand; it is the mixtures and the shadings that get us down. Helping children to grow up emotionally is like that. The adult stays needed, but in a different way.

Growing up emotionally cannot mean having fewer and fewer feelings, giving less and getting less. All through our lives emotional maturity must mean giving more and getting more, feeling more deeply and more keenly, although the times and the people and the situations may change.

One final way, then, that we can lessen the emotional growing pains of children, as parents and as teachers, is to know how deeply all people, all children, all ages of mankind, want affection, warmth, friendliness, human support. For children this is the backlog that makes growth possible. Without it there is no reason at all for even trying.

See outline, questions, and reading references on page 37.

THE child's grief throbs against its little heart as heavily as the man's sorrow; and the one finds as much delight in his kite or drum as the other in striking the springs of enterprise, or soaring on the wings of fame.—E. H. CHAPIN

NPT Quiz Program

COMING TO YOU OVER STATION H-O-M-E

Through the Facilities of the National Parent-Teacher

GUEST CONDUCTOR: MARY FISHER LANGMUIR

Professor of Child Study, Vassar College, and Director, Vassar Summer Institute

● *My husband and I are worried because our Johnny doesn't get along well with other children and doesn't do well in school. He is twelve now, but he didn't have much trouble until he reached the fourth grade. Then he began arguing with his teacher and got sent out of class almost every day. He still argues—at school and at home, too. His older brother, James, says Johnny is spoiled. It's too bad Johnny can't be more like James because James does everything well. But what can we do to make Johnny stop arguing?*

THE first thing to do about Johnny is try to understand that he is doing the best he can to work things out, even if what he does seems to make matters worse. The one thing that can help parents and teachers most in guiding children is to remember that *all behavior is purposeful*. When we keep this fact clearly in mind, it is easier to see what is happening through the child's eyes.

Let's try to figure out why Johnny is in one of those tight spots that go with growing up. First of all, he is the younger brother. Not only does he want to do well for himself, but he wants to do

as well as his older brother does. We know it is always hard on a second child of the same sex when the older one does everything well. The second may be just as intelligent and just as able, but he is always younger. No matter what he does, the older and more ex-

perienced brother or sister can do it a little better.

This is the first point to keep in mind as you try to understand and help your Johnny. The next has to do with the time when the trouble started. Many children, like Johnny, get along pretty well during the primary grades. This is because, up until they are eight or nine, less is expected of them in the way of academic success, and therefore they expect less of themselves. During the first three grades they are learning to read, learning to write, learning how to do numbers. By the fourth grade they are supposed to have mastered these basic skills and to be ready for "real work." This change in expectation helps to explain why an unusually large number of boys and girls first show real trouble in school around the fourth grade.

True, most children have learned to read and write fairly well by the fourth grade. However, many perfectly normal and intelligent youngsters are still acquiring the basic skills in this grade, instead of being able to sail along smoothly. Sometimes the more intelligent they are, the more trouble they have if, for example, reading does not come easily. This is because it is harder on superior children not to do as well as others do.

Such a reading problem seems to fit the few facts you give about Johnny. It is certainly no accident that he got into trouble by arguing, for arguing is one way of using words and ideas. Often children who need special help in reading become argumentative. Instead of punishing them it is always wiser to check up on reading ability and give the needed guidance there. Sending Johnny out of the room certainly did not improve either his reading or his arguing, and it apparently helped to fix a way of behaving that has become rather disturbing.

The final point has to do with Johnny's habit



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of arguing at home as well as at school. Arguing is both a defense and a means of taking the offensive. It makes people pay attention even if they don't like it. Probably Johnny is pretty skillful now and feels that he has scored many victories. He must feel that way or he would not continue to do something that makes it hard for him to be accepted by both children and grownups.

What to do? Stop worrying! Try to help James treat his brother like a self-respecting boy by treating Johnny that way yourselves. Avoid comparisons and criticisms. Give Johnny a chance to get help with his reading, and suggest ways in which his skill with words can bring prestige. Johnny will probably make an excellent debater, lawyer, or radio commentator! And as soon as he feels more accepted and understood, his arguments will change their quality and tone. Undoubtedly he will always love to talk. You can't make him stop arguing, but you can help him outgrow the need to use words for fighting back or in self-defense.

● *Our daughter Sally is growing up much too fast. She is only thirteen, but she wants to have dates with older boys, use lavish make-up, and go to the parties of young people fifteen or sixteen years old. She talks in a sophisticated way, just like her brother, who has recently come back from two years in the South Pacific. My husband is really worried that Sally is not safe and will get into serious trouble. Instead of being good friends now, Sally and her dad avoid or criticize each other. What can a wife and mother do to keep the peace—and keep Sally safe?*

MANY thousands of mothers know exactly what you are going through, if that is any comfort to you! One of the hardest problems any generation of parents has to face is how to guide the fast-growers among our adolescent girls. It was difficult enough in more easygoing times to have a thirteen-year-old who thought and felt and looked like a sixteen-year-old. But during and after a war all adolescents tend to grow up faster. And the ones who mature earlier physically and socially are just that much farther ahead. Your Sally really is fifteen or sixteen as far as her abilities and interests are concerned!

Most of us parents are glad to recognize the maturity of our fast-growers if it takes itself out in being efficient at home or running girls' clubs or taking care of babies or doing very well in schoolwork. But when it takes the form of a mature interest in boys or acting sophisticated, we feel quite differently. This may be especially true of fathers who seem to want to keep their daughters young as long as they can, just like the mothers who sometimes want to keep a close bond between themselves and their adolescent sons. All such feelings—wanting them to grow up in one

way and holding them back in another—are hard on young people as well as on their parents.

Now let's look at Sally in as objective a way as we can. Wanting to have dates with older boys is natural. As a general rule boys of thirteen are less mature than girls of thirteen and often seem much younger. Of course Sally wants to have dates with older boys. Left alone to talk with her, a lad of her own age would be most unhappy.

As for lipstick and make-up, in our culture they are symbols of growing up. All girls use them earlier and more often than they did even a generation ago. Learning to use make-up artistically takes time and may require some experimentation. But once one's right to use it is acknowledged by the family, the need to try it out and be conspicuous is somehow lessened.

It is difficult to tell from your letter whether Sally's language is profane or vulgar or "too



© Herbert Lewis

sophisticated" or all three. In any event, your husband may be reassured by the fact that vulgar and profane and sophisticated talk is almost epidemic among adolescents the country over. Here as elsewhere the war has left its mark. Besides, imitating her brother is one way of showing him—and you—that Sally has not remained a little girl while he was a man in the South Pacific.

But will she be "safe"? No one can answer that question. It is possible to assure parents, however, that there is safety in numbers and that what "all of them" do together is less serious than if only a few show their adolescent needs and desires in ways that disturb us.

Sally's real need is to be accepted, understood, and trusted by her father as well as her mother. Not trusted merely to behave as her father thinks thirteen-year-old girls used to behave but trusted to use judgment and taste and be responsible. Our Sallys are most likely to be safe when they know that we are on their side, that they can count on us to help but not to dictate or dominate.

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GOING places and doing things is Everychild's idea of a grand good time. But going places with a child—distant places, that is—means to many grownups an ordeal to be dreaded or even dodged. It's really too bad, for the dodging isn't always possible and the dreading is largely unnecessary. So says this writer, whose concrete suggestions merit the endorsement of good common sense.

Traveling with Children

GRACE LANGDON

CHILDREN really are traveling these days—by car, by train, by boat, by plane—little children, big children, middle-sized children. With the war over, cars are again on the road, trains back on their regular runs and more comfortable than ever, boats once more ready for passenger travel, and planes easily available. And wherever and however one goes, there the children are! Usually they are with Mother or Daddy off on a vacation trip, on their way to camp, moving to a new home, or going on a visit. Some people do not hesitate to say they think children should not be taken around so much. Perhaps they are right. But be that as it may, there they are, seeing new sights, meeting new people, broadening their outlook on life.

It is an interesting experience to observe them as they travel. Some are happy, busy, contented; some are quite the opposite. As for the adults journeying with them, they are not always at ease, either. Watch them. One mother struggles to keep

her wriggling, twisting child on the seat. Another makes desperate attempts to get hers to be quiet for even a few minutes. Another tries to control her rebellious son as he tears up and down the aisle of the moving train, now and again falling, bumping himself, getting up to cry, and then doing the same thing over again, all for lack of something better to do. Some of the passengers look on in sympathy as the child's fretting alternates with whining, crying, yelling. Those of a less understanding sort may withdraw in disgust or give other visible signs of their discomfort and their displeasure.

It is possible, however, to travel comfortably with children. There are people who do it with great success, but it takes thought and planning. And it does help if child and parent can start the trip without the all-too-familiar final rush that leaves everyone breathless. To be sure, getting off to an unhurried start is easier said than done. There are always so many last-minute things to do, so many articles to pick up and put away, so many telephone calls to make and answer. But even though the house may be left less tidy than one might wish and a few calls are left unmade,



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it pays to begin the trip with as little fatigue as possible.

Junior Luggage

IF the children can have a hand in planning for the trip, the fun is increased for them. A child of two or more is usually charmed to have a small bag of his own into which he can put the things he wants to take and which he himself can carry. By the time he is three or four he will busy himself at intervals for days beforehand, choosing, packing, unpacking, rechoosing, and repacking over and over before the final decision is made.

An adult suggestion here and there may be needed. It is important for him to have the toys he wants, but some are more suitable for traveling than others. He can be helped to select playthings that will pack compactly, that can be used in small space, and that do not have small pieces which may roll away and get lost. Toys of the noise-making sort are, of course, taboo. The alarm clock with which one four-year-old I know amused himself on a four-hour plane flight was definitely the sort of thing that should be left at home, out of regard for fellow passengers.

Usually the travel collection finally approved will include a small or medium-sized doll or favorite toy animal, a manipulative toy or two for the little child and a puzzle or game for the older child, a book or two with pictures for a young child, a storybook for the next older, and perhaps a magazine and writing kit for the still older boy or girl. One ten-year-old kept himself busy on a long cross-country trip with pencil, stationery, address book, and stamps, mailing letters or cards at every stop.

The time is probably not far distant when trains and other means of transportation will have an assortment of play kits suitable for their child travelers of various ages. Already some companies are giving attention to the physical care of children, and occasionally there are hints of future railway cars equipped with play-rooms as well as nurseries.

Probably some company will soon come to consider it as important to provide a person trained in the guidance of children's play as to offer the services of a nurse. What a boon that would be to many a traveling parent! Perhaps some day there will be lounges where children of seven and over can profitably

while away the time of waiting between trains. Already in some stations there are rooms where mothers can care for infants and keep small children within bounds, but rooms equipped and staffed to provide active, constructive play are still a dream.

In Aid of Creature Comfort

PLANNING ahead to ensure the physical comfort of traveling children is very important. For the little baby, disposable diapers, canned baby food, and canned milk help to solve the problem. Given the essential equipment of cup, spoon, can opener, and bib, feeding can be accomplished with ease and feeding time kept regular. When it is necessary to eat in the diner or to stop at restaurants en route on an auto trip, one will sometimes find specially prepared children's meals served in child-sized portions. This is a big help.

If one packs a lunch, many of the things that a child beyond babyhood eats at home can be taken along, instead of the time-honored sandwiches. Carrot and celery sticks keep fresh if wrapped in a wet cloth and waxed paper. Zwieback is easily carried and stays crisp. Bottled fruit juices serve well for dessert for a meal or two. Indeed it may be not too inconvenient to take oranges along. Even though a child has graduated from canned baby food this can still be used for the trip, if fresh food cannot be secured or if one is doubtful about the quality.

Another eating help is the child's seat that fits onto the adult chair in diner or restaurant, bringing the youngster comfortably up to the level of the table. In the car, too, the child's auto seat that hooks over the back of the car seat is almost a necessity, for it saves the child the discomfort of

being crawled over. One father used this in a novel way. He strode through a crowded railway station with the seat over his shoulders. Safely strapped into it was his nearly-a-year-old child, smiling gaily at passersby and clutching the string of wooden beads tied to the arm of the chair. That over-the-shoulder sling-seat which one Australian war mother brought with her to this country offers another easy method of carrying a little child.

Travel clothes also deserve a word, for they have much to do with a child's comfort



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and hence with his general enjoyment. They should be few, loose fitting, and of such color and material as will dispense with keep-clean admonitions. Dress-up clothes can be put on at the last minute before the journey's end. A washcloth, small towel, small bar of soap, and supply of cleansing tissues are handy aids to a fresh, trim appearance, no matter what the means of travel. They can be packed in a rubber-lined case so that a bit of dampness will not matter. And remember, if the adults likewise wear clothes that do not have to be too carefully treated, tempers are less liable to be overtaxed.

Outwitting Fatigue and Boredom

If the trip is longer than a couple of hours, the need for rest will have to be taken into account. Often the excitement of the journey combined with the new and unusual surroundings means less sleep than ordinarily. Although this is nothing to worry about, still one does want a child to get all the rest possible. A pillow of his own, a blanket from home, a favorite toy—all these help to suggest the familiarities of sleep. A little time given to investigating the new bed or berth beforehand will be a helpful measure, too.

All through the trip the grownup traveler needs to be ready and willing to answer the host of questions that will be forthcoming as new scenes roll by. One's own quiet voice and easy manner tend to keep the child's voice down so his queries and his conversation do not annoy other passengers. And speaking of other passengers, it may be necessary to guide a child in his contacts with them. Often someone who does not know how to play with a youngster will overdo it—get him excited, noisy, and overstimulated—a sure forerunner of fatigue. So calmly turn the play in

another direction before that point is reached.

Sometimes, on the other hand, a child needs help in his conversation with others as he shyly tries to respond to their friendliness. And always it is advisable to be ready with a different book or another toy or a new game before interest lags.

In traveling by auto, a child will be more contented if there is space on the seat or floor where he can play without bumping into baggage. Most children tire of just looking out the window if the trip is a long one. For the child of five or more, there are all sorts of games that are fun and keep time from dragging. Some of these use the numbers on passing cars or the letters on road and advertising signs. Others are contests based on the counting of animals—white horses, black cows, and so on. For the child with mathematical bent, a different score for each kind of animal adds to the interest.

The Magic of Common Sense

WHEN traveling, as at home, a child must be busy to be happy. As at home, he needs the right food at regular times, and plenty of rest. He needs to feel that he is a welcome part of the trip and not a nuisance to be "thrown out the window" or "given to the conductor"—threats one sometimes hears. And although some people feel that children should not travel as much as they do these days, there is a good deal to be said for traveling if it can be done in comfort. A child becomes familiar with different scenes, different ways of talking and of doing things; learns to adjust himself to new situations and strange people. But be that as it may, children *are* traveling these days! Moreover, their journeys can be happy times for all concerned if parents give thought to making them so.

THOUGHTS ON THANKSGIVING

The worship most acceptable to God comes from a thankful and cheerful heart.—PLUTARCH

Not only upon an appointed day in November but each day of the full, round year I am thankful: for life, love, and labor; for this our wonderful world; and for a faith that bids me walk joyously in it, undiscouraged by its failures, unhampered by its achievements, and unafraid to leave it.—J. W. WRIGHT

The private and personal blessings we enjoy, the blessings of immunity, safeguard, liberty, and integrity, deserve the thanksgiving of a whole life.—JEREMY TAYLOR

It is a good thing to give thanks unto the Lord.—PSALM XCII

No duty is more urgent than that of returning thanks.—ST. AMBROSE

Better LIVES FOR ALL OUR Children

EVERY normal child between the ages of one and two is a great unintentional teacher—of those wise enough to learn. For at this stage of his growing he unmistakably demonstrates the twin needs of our human nature: to be independent and also to be dependent; to be an individual and also to belong with others.

The child obviously does not know that he is demonstrating anything. He simply acts out his psychological needs. No longer cradle-bound, freed by the new strength of his own two legs, he converts the world into a walking place. And from the pattern which is visible under the seeming haphazardness of his walking we can learn much that we need to know about him and, oddly, about ourselves, much that may never again in life be so unself-consciously revealed.

With a brave will of his own the toddler strikes out from a mother-inhabited room into the next room, the hall, the room at the end of the hall—wherever there is a place to go. He explores, climbs over and under things, pulls things, shakes things, tastes things, is potential voyager, scientist, and technician all rolled into one.

If any adult hauls him away from these fascinating pursuits, he protests with all the vigor of his growing independence. But left to his own devices he will suddenly execute a physical and psychological about-face and scoot back to Mother,

BONARO W. OVERSTREET

to tug at her skirt, press against her, demand affection, and putter happily around her feet. Not until he has been thus fortified by a sense of security will he wander off on new, independent adventures and explorations.

Thus every child proves in spontaneity what psychologists emphasize through research: that the capacity for genuine independence stems from an unviolated right to be dependent when necessary and, conversely, that a wise capacity to belong—to live, work, and love as a member of the human family—stems from an unviolated right to be independent when independence is necessary to the testing of selfhood.

The Twofold Human Need

THE neglected child, the child who is alone even when he wants to belong with others, does not become the soundly independent adult. More often he becomes the adult who has an immature or neurotic compulsion to cling to others. Jealous in friendship, possessive in love, he becomes what we might call a reassurance addict; he cannot live without constant doses of evidence that he is liked and wanted. But neither does the overwatched child become the adult who is happily and confidently at home with others. He may remain dependent upon them, but his dependence will be resentful and suspicious even when it disguises itself as love.

At no later stage is this drama of twofold human need so transparently acted out as by the child between the ages of one and two. Yet throughout our lives it continues to be the central drama of our psychological being. Whether the individual is a child of sixteen months, a boy or girl of sixteen years, or the parent or grandparent of these, the pattern holds. To fulfill the demands of our humanhood, there must be a right balance between being an *independent self* and being a *belonging self*.

When parents say "I want my children to be happy," they invariably mean that they want them to be happy with other people—to enter so-

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cial situations comfortably, make and hold friends, work successfully with others, make a go of marriage, have children of their own, and find joy and comfort in them.

This being the great parental wish, one great parental task must be to create a home where children will not only be loved but will gain a capacity for love. We do not mean, obviously, a capacity for love on the Hollywood level, where the two who go into a final clinch that promises everlasting happiness have, up to that moment, exhibited the emotional and social habits of ego-centered brats. We mean a capacity for love on a mature level, a capacity that will reveal itself not in

a single boy-meets-girl episode but in a full-rounded lifetime of relatedness to others.

When we say that God is love, we are certainly not talking in movie or pulp magazine terms but in terms of a psychic power capable of giving structure and unity to the whole experience of being human. It is in this larger and deeper sense, I believe, that we must want our children to become people for whom the experience of love is a natural thing.

For reasons already explained, we have to begin by making the child feel wanted when he is driven to seek evidence that he is wanted. Even the newborn infant, we are now told by psychologists, can absorb into its consciousness the affection or irritation embodied in its mother's hands. Certainly the toddler who hurries back to Mother when independence suddenly proves too heavy a burden knows whether or not he is welcomed.

FROM our own children—from their earliest ventures into the world—we can learn lessons about the basic needs of life itself. What these lessons are and how they can help us build better in the future are revealed with a penetrating insight into human personality.



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The mother who brushes him off ("Run along and play. I can't be bothered with you now") knows that she loves him all the while. But how can *he* know that all-important fact if her behavior, in the moment of his deep need, contradicts it?

The Meaning of Mature Love

THE growing child will assuredly know whether he is treated as a wanted or an unwanted member of the family, as an asset or a cross to bear. If he has brothers and sisters, he will assuredly know whether he is treated as of equal worth with these or as being less good than Johnny or less brilliant than Jane. If he is made to feel an outsider—a bother, a problem—he may, later in life, demand affection, even crave affection. But he will not be secure enough in himself to have any large capacity for giving affection or for behaving like a mature and equal partner in any human relationship.

The first privilege of the parent who wants his child to become capable of love is, then, to give him, during the years of his dependence, a deep but unsmothering assurance that he is loved. This, however, is by no means the whole story, though too often, even in psychological literature, this is where the story is brought to a stop.

The second privilege of the parent is to be himself a person *mature enough in love* so that growing children can learn from him a larger meaning of the term than the one they are exposed to in our

SECURITY—LOVE

commercialized fictions, a larger meaning than they themselves can experience until they in turn become mature.

Mature love has two characteristics: It is functional rather than possessive, and it is inclusive rather than exclusive. *Functional love* is the love between people who, with a like purpose and a like value-system, build something together; people who plan together, skimp together if need be, share the ups and downs of a common project. The French aviator Antoine de Saint-Exupéry writes in *Wind, Sand, and Stars*, "No man can draw a free breath who does not share with other men a common and disinterested ideal. Life has taught us that love does not consist in gazing at each other but in looking outward together in the same direction."

Children stand a grand chance to develop a sound capacity for love if their parents' lives contain a large measure of this functional love; if those parents make of the home a common project-in-building, not a battleground of small competitions; and if, outside the home, they join companionably with others of like ideals to work for a world in which love can outwit hostility.

Inclusive love, as against exclusive love, is the spirit of outreach, hospitality, generosity, the will to promote the common welfare. To be capable of inclusive love does not mean, obviously, that one must love all human beings with equal intensity. But it does mean that one ought to treat all human beings with decent consideration. It means to treat strangers as potentially interesting and likable

people rather than as persons who are almost sure to be a bore. It means that the intimacies of family life and friendship, and the broader intimacies of club and church, will be valued for their own quality—not because all but the chosen few are excluded. It means, in brief, that the intimacies of life are kept intact by their own character, not by the walls of jealousy, possessiveness, fear, or exclusive pride that are built around them.

The Highest Human Power

AGAIN, children stand a grand chance to develop their own sound relationships with life if they grow up with parents who are skilled in the arts and practices of *inclusive love*. Here is one more case in which children learn from their parents what to expect of life. If the father and mother, in the presence of their children, create the impression that it is shrewd and practical to be on one's guard, suspicious, jealous, competitive, intensely possessive of what is one's own—then the children of that father and mother will never, except by accident, get a glimmering of what love really means.

They may hunger for love, snatch at tawdry imitations of it, give the name of love to their compulsive wish to possess and dominate. But only where childhood confidence in being loved and wanted is allowed to grow into the functional and inclusive love of maturity can human beings stand their rightful chance to experience love, the highest and happiest of human powers.

DO YOU AGREE?

Give a little love to a child, and you get a great deal back.—JOHN RUSKIN

If you strike a child, take care that you strike it in anger, even at the risk of maiming it for life. A blow in cold blood neither can nor should be forgiven.—G. B. SHAW

Children naturally want to be like their parents, and to do what they do.—WILLIAM COBBETT

A torn jacket is soon mended, but hard words bruise the heart of a child.—H. W. LONGFELLOW

You cannot teach a child to take care of himself unless you will let him try to take care of himself. He will make mistakes; and out of these mistakes will come his wisdom.—H. W. BEECHER

Whether it be for good or evil, the education of the child is principally derived from its own observation of the actions, words, voice, and looks of those with whom it lives.—BISHOP JOHN JEBB

What and How Motion Pictures Can Contribute to the Four-Point Program

INSTRUCTIONAL and documentary films can make invaluable contributions to the Four-Point Program of the National Congress of Parents and Teachers if parent-teacher leaders will take advantage of the many fine films dealing with each of the four areas. At local, district, state, and national meetings such films can teach desired truths in a highly effective way—provided they are used correctly.

Of course, it is easier to plan a P.T.A. meeting around talks or addresses on any given subject than it is to use a motion picture as the basis of a program. The film must be procured; so must a projector, a screen, and an operator. Above all, the program planners must know how to use the film intelligently so as to promote a stimulating discussion. This takes work, but the results—as shown in industry, in the armed forces, and in the schools—far outweigh the amount of time and effort involved.

The following motion pictures in each of the four areas are all 16mm. sound films. They are recommended to state and local visual education chairmen and to P.T.A. leaders at all organizational levels. The list is merely a beginning, for many more excellent films are applicable to our Four-Point Program. It will serve, however, as a point of departure from which to embark on a fascinating tour of exploration:

SCHOOL EDUCATION

Assignment: Tomorrow. 33 minutes. Deals with the vital role of the teacher in the life of our country.

Near Home. 25 minutes. A British film showing how field trips can contribute to learning.

Pop Rings the Bell. 23 minutes. Why education is important and what benefits the community derives from its schools.

Using the Classroom Film. 24 minutes. Tells, with skill and cleverness, how films may be used to best advantage in the classroom.

Willie and the Mouse. 11 minutes. A comparative laboratory study with mice; suggests some interesting ideas for educational procedures.

HEALTH

Bobby Gets to School. 22 minutes. The advantages of giving a child a physical checkup before he starts school.

Defending the City's Health. 10 minutes. The work of a model city health department; stresses the role of each citizen in a community health program.

Defense Against Invasion. 12 minutes. How vaccination makes the body immune to disease. A Disney production.

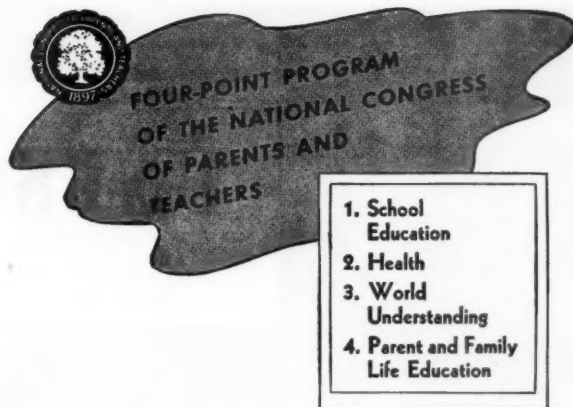
I Never Catch a Cold. 10 minutes. "I never catch a cold!" boasted George when chided for disobeying health rules. He learned his lesson.

Water—Friend or Enemy. 11 minutes. Correct procedures for keeping water uncontaminated. A Disney production.

WORLD UNDERSTANDING

Americans All. 25 minutes. Designed to promote friendly relations among the countries of the Western Hemisphere.

Boundary Lines. 10 minutes. Shows racial and other forms of



BRUCE E. MAHAN

National Chairman, Committee on Visual Education

discrimination and how they can be checked. Unusual animation and art work.

Democracy and Despotism. 10 minutes each. Contrasts the fundamental features of democracy and of despotism.

One World or None. 9 minutes. The development of atomic energy and the atomic bomb—and the need for world control of both.

(There are also many films about individual countries, such as Poland, China, India, the Philippines, Eire, Canada, the Soviet Union, Mexico, Japan, and so on.)

PARENT AND FAMILY LIFE EDUCATION

Alice Adams (dance sequence). 15 minutes. Deals with family problems arising from financial needs, especially in relation to a growing-up daughter.

Junior Prom and Dinner Party. 22 minutes each. *Shy Guy.* 12 minutes. Life situations faced by high school girls and boys, with helpful hints for their parents.

Life with Baby. 18 minutes. How children grow, mentally and physically. From studies by Dr. Arnold Gesell at the Yale University Clinic.

You and Your Family. 8 minutes. Designed to stimulate discussion of the problems that affect every family.

You and Your Friends. 8 minutes. Designed to stimulate discussion of vital problems of human relations.

Where To Find More Titles

YOUR attention is called to the Spring 1947 issue of the *Film Forum Review*, which contains an annotated list of forty-seven discussion films on international relations. This quarterly periodical is published by the Institute of Adult Education, Teachers College, Columbia University, in cooperation with the National Committee on Film Forums, 525 West 120th Street, New York 27, New York. The subscription price is two dollars a year; single copies, seventy-five cents.

Likewise see the *Health Films Catalogue: An Annotated List*, published by the Educational Film Library Association, Suite 1000, 1600 Broadway, New York 19, New York. The price is one dollar.

Where To Obtain Films

WHERE can I secure films for a parent-teacher program?" asks the P.T.A. program planner. The answer is simple: Ask your state chairman of visual education. He will know the sources of educational films in your state. Generally they can be rented from the state university or state college film library, or from commercial distributors.



UNESCO: The First Year

A Review of Accomplishments and a Look Ahead

WHEN a widely read news magazine reported the National Conference on UNESCO held in Philadelphia last March, it remarked that few people knew anything about UNESCO. "What is it? A dog biscuit? A radio station? That Rumanian composer?" Despite the flippant style chosen to treat so serious a matter, the report was at least partly true. Although there was an abundance of good will and ideas at Philadelphia, there was also a good deal of what William James said about an infant's world: "A great buzzing, blooming confusion." However, this state of affairs was not only inevitable in the first stages of the Commission's work; it was actually advantageous to that work. Out of the buzzing, blooming confusion a fresh approach, new definitions, and truly practical steps toward peace may yet emerge.

The United States National Commission for

UNESCO was created on July 30, 1946, when President Truman signed Public Law 565. The organic act assigned to the Commission two main functions, both of them broad enough to be wonderfully vague: First, we were to serve as advisers to our government on UNESCO matters, and, second, we were to serve as a liaison agency between UNESCO and American educational, scientific, and cultural organizations desiring to strengthen the United Nations in its pursuit of peace.

After only a year of work the Commission must thus far, I think, be deemed successful. Let us apply these tests: Has measurable progress been made toward new, sound definitions of the great problem facing us? Has the Commission accomplished part of its purpose of mobilizing the vast cultural resources of America in the cause of peace? My own answer is an emphatic yes, and for several reasons.

The National Commission held its first meeting a little more than a year ago, in September 1946, and there made specific suggestions to guide the American delegation to the General Conference of UNESCO in Paris. The advisory function of the Commission continued to be fulfilled throughout the year by the Executive Committee, which met five times. In countless ways that group has helped the State Department and UNESCO in the initial year of this organization.

A New Trend in Foreign Policy

ONE thing to remember in connection with the advisory function of the National Commission is that it represents a departure in the formulation of United States foreign policy. Traditionally and constitutionally the foreign policy of our nation has always been determined at a very high level of government. It is not surprising, therefore, that sometimes a given policy did not represent the majority opinion of Americans. Many sincere persons are convinced that this is the price we must occasionally pay for that swift, decisive

MILTON S.

EISENHOWER

action which at a time of crisis is essential in foreign relations. These individuals view with alarm any proposal for direct participation of private citizens in the development of foreign policy. They feel that it forces our representatives to operate so openly that they will probably be ambushed by representatives of other nations.

At another extreme are the optimistic and sentimental idealists who would try to invoke world peace through a kind of magic. They would like to by-pass the foreign offices of all countries and join with one another in a supra-national organization that would be self-decisive. Of course, such a body would be helpless. It could not perform the function of world government because it would have none of the powers of government.

The United States National Commission for UNESCO is on middle ground in its advisory function. It advises officials and conference delegates who are governmentally appointed and governmentally responsible, but it speaks its own mind publicly. It marshals the educational, scientific, and cultural forces of this country for service in both governmental and private channels and often does not bother to define which is which.

We do not look upon ourselves as a branch of the State Department or as instruments of an exclusively national policy. Far from it. We regard ourselves as private citizens of the United States who are profoundly committed to the ideal of world peace. And peace is not national but international. The State Department has listened to us with great respect—not because the law says it must but because the Department wants precisely what you and I want. It wants the cultural power of America to make itself effective internationally in shaping a peace that can be built only in the minds of men everywhere.

WHEN the National Commission for UNESCO held its third meeting in September, at Chicago, Mrs. L. W. Hughes, president of the National Congress of Parents and Teachers and a member of the Commission, took part in developing the basic conditions of world-wide peace. Mr. Eisenhower's account of this unique agency—what it has already achieved and what it hopes to achieve in the future—is condensed from an address given at that meeting.

Strength Lies at the Grass Roots

CURIOUSLY enough, it is when we turn to the second of the Commission's two functions that the international aspect of our work becomes more clearly evident. And paradoxically, it is the face turned toward grass-roots America rather than the face turned toward the world outside America that appears to me most expressive of world-mindedness.

As an agency of liaison, the Commission is concerned not with direct conduct of programs for international understanding but with making itself a medium through which such programs become possible and effective in the everyday life of the American people. As such an agency we have three purposes: to stimulate, to facilitate, and to coordinate activities of all individuals and organizations in America that seek to cooperate in developing the basic conditions of peace. For the first time a successful effort is being made to focus the cultural and intellectual energies of America upon one objective—the achievement of peace through international understanding.

One measure of our progress thus far is the fact that few informed Americans today would confuse UNESCO with a dog biscuit, or even with that Rumanian composer. A vast amount of information about UNESCO has gone out to the public through the efforts of the Commission. Commission members have given speeches and radio talks and published magazine articles in impressive numbers. I daresay there are few of us who have not given at least a dozen talks or prepared at least one published article on UNESCO during the last twelve months. Nearly every organization represented on the Commission has carried forward specific projects directly related to UNESCO's purposes and program.

Of paramount importance were the two conferences sponsored by the Commission. The first was held in Philadelphia last March, and more than five hundred national organizations were represented. The second, the Mountain-Plains Regional Conference on UNESCO, at Denver, May 15—17, was a thrilling experience for all who attended. This pilot regional meeting was a notable success not only in spreading information about UNESCO but also in laying the groundwork for concrete program action in literally hundreds of mountain and plains communities. Some 1,900 representatives of schools, colleges, churches, civic groups, and other organizations participated enthusiastically in the three-day proceedings. As a result of the conference a number of state and local UNESCO councils have been formed and are now functioning on a wholly voluntary basis.

And this brings me to a look ahead, a considera-

tion of the tasks facing the National Commission in the immediate future. To my mind they will run along lines indicated by two questions: What can be done at the grass-roots level to further the UNESCO program, and what can be done at the international level to break down the barriers impeding the flow of truthful information and honest opinion among the peoples of the world?

There are good reasons why neither of these two avenues should be neglected. We must of course continue the general, scholarly approach to the problems of world peace through understanding. UNESCO's task clearly involves profound studies by trained specialists—studies, for instance, of the tensions that cause war. But if UNESCO is truly to lead us to world peace through international understanding, this high-level, scholarly attack *must* be supplemented by concrete projects in which the people of our cities and rural areas, and the people of other lands, can directly participate.

Our task, as I see it, has three divisions:

1. We must sponsor the formation of voluntary UNESCO councils in ever increasing numbers, until the UNESCO idea has a living, breathing, active body in every community.

2. We must develop concrete project proposals for UNESCO that the local councils can carry out. These projects should begin immediately following the General Conference of UNESCO in Mexico City.

3. We must see that the materials needed for intelligent local participation in concrete projects are developed with as little delay as possible.

Getting at the Truth

To achieve the first of these objectives I know of no better means than regional conferences patterned after that so successfully held in Denver. The responsibility for organizing a regional conference properly rests with those members of the National Commission who live in that region. It is my hope that such conferences will meet in most regions of this country during the coming year.

With regard to the second and third objectives, it seems to me possible for UNESCO to develop projects that require the assignment of specific subjects for study and discussion by local councils and the preparation of books, pamphlets, and documentary films to provide a solid basis for these studies and discussions.

We come now to the second of my two questions: How can we break down the barriers impeding the flow of truth and honest opinion among the peoples of the world? It is a question that must be answered at local, national, and international levels. Right now most of the peoples of the world are deprived of the factual information necessary for international understanding—full, accurate knowledge about what their neighbors

are thinking and doing. Instead, their minds are assailed by a barrage of propaganda, compounded of half-truths, distortions, and outright lies.

Viewed in this way the case looks hopeless. Actually it is not hopeless. Obviously we need a simultaneous, well-coordinated attack on the problem at all levels—local, national, and international. To the preparation and launching of that attack I personally would give number one priority. Our Commission should insist that UNESCO, acting alone or in cooperation with the Economic and Social Council, move directly and speedily to eliminate, or at least to reduce, all barriers to the international flow of information. If an international convention fails to reach agreement on this question, those nations that *do* subscribe to the principle of a free flow of information should be persuaded to implement this principle.

At the same time UNESCO should develop projects calling for immediate cooperation of local groups. It seems to me that a worth-while effort for grass-roots participation might begin by UNESCO's supplying these groups with:

1. A factual statement of the many impediments to the free flow of information across national boundaries.

2. Discussion-type leaflets that would lead citizens to consider what is meant by freedom of the press; to determine the basic significance of a free press in time of peace; to learn the ways in which the press—our own as well as that of other nations—now falls short of being free; and to suggest remedial steps.

3. Accounts, as accurate as possible, of crucial world developments that the local groups in all nations might use in testing the degree of freedom of their press as they experience it day by day.

I return once more to my main point, and with renewed emphasis. *If* the people are indifferent, governments will do nothing about the present situation. But *if* the people are to discard their indifference, then UNESCO and its cooperators must prepare guidance and subject-matter materials for the use of the people. Moreover, our National Commission and UNESCO must see that the results of these studies are summarized at various levels and given the widest publicity.

UNESCO has been born into a world that uses ideas as clubs, a world whose mental life is torn and bludgeoned by nations and organizations with narrowly selfish purposes. I suppose it is inevitable, therefore, that UNESCO become a major arena for international political struggle. Yet this struggle, which now looks like a curse, may be transformed into a real blessing if only we who are working in UNESCO will keep our principles high enough, think straight enough, and work hard enough. For we may be able to guide the struggle so that it will lead not to misunderstanding, hatred, and war but to creative compromise based on genuine understanding among the peoples of all nations.



WHAT'S HAPPENING IN Education?

• Our association has collected two hundred dollars to purchase radio equipment for our school. Can we buy a satisfactory recorder at this price? Where can we turn for practical advice?—Mrs. E. M. R.

You will understand, I am sure, why I cannot answer your questions by giving the names of commercial products. May I suggest, however, that first of all you study your school's needs for radio equipment with great care? Are the teachers interested in bringing local programs into the classroom? Do some of them want to play records? Or transcriptions? (Transcriptions are the large, sixteen-inch records that play at half the rate of speed of the usual phonograph record.) How would you use a recorder? For oral English? To transcribe radio programs for later use in the classroom? Answers to such questions as these should determine your immediate and long-range purchase plans.

The postwar radio equipment picture is beginning to come a little clearer. Here are some comments based on recent developments:

Recorders. Buy with caution. New models will be announced very soon. Watch the magazines.

Record players. A number of new players have just appeared. I am especially impressed with one that looks like a Gladstone bag and would stand the hard wear of school use. It has a large-size speaker needed for classrooms, and its sound reproduction is of unusually good quality.

It might be a good idea, on the other hand, to wait a little longer. A joint committee of the U.S. Office of Education and the Radio Manufacturers' Association will soon issue a report recommending minimum specifications for record players used in schools.

Receivers. At last the flood of combination AM-FM receivers is beginning to reach the market. Both table and console models are available. There are also, for as little as \$19.50, tuners that will enable you to pick up FM stations with your present receivers. So far, however, only one company has built a receiver especially designed for school use according to specifications written for the School Broadcast Conference. This set will be sold direct to schools or school systems for approximately sixty dollars.

Public address systems. Write to the Radio Division of the U.S. Office of Education for a free booklet giving recommended minimum specifications.

- Recently I heard a talk in which the speaker referred to a new publication on the reorganization of state departments of education. This question is coming up for discussion in our state soon, and I wonder if you might help me locate that specific publication or any other published materials that might aid us in studying our own state organization.—E. L. W.

THE speaker was probably referring to a new brochure of the United States Chamber of Commerce called *Responsibility of the States—the Fourth R*. It should indeed be very helpful to you because it gives comparative data for the various states. It discusses, for example, contrasts in state organization, salaries, functions and duties, qualifications, and so on.

One eyebrow-lifting fact: The forty-eight states have a total of 348 boards managing different phases of education! Another: More than a thousand chambers of commerce now have education committees. The chairman of the national committee calls upon these local groups to appraise and improve their state departments of education.

The pamphlet warns that encroachment by various Federal agencies in state affairs is inevitable unless the states put their educational houses in order. "Such encroachment is inescapable," it de-

THIS department, now in its third year, is designed to give parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, an educator and writer of broad experience, emphasizes not only what is going on in the schools today but what may be expected in the way of future practices. You are cordially invited to send your queries to the *National Parent-Teacher*.

clares, "in those states which have failed to develop adequate provision for administration and supervision."

For other documents on this subject see the excellent bibliography that accompanies this publication. Copies may be obtained from the U.S. Chamber of Commerce, Washington 6, D. C., for fifty cents each.

- What catalogues of instructional aids do you recommend?—A. L. McD.

THAT is a very large order. In the first place, no one catalogue will serve. What will be of use to you will depend on the grade levels in which you are interested, and also the subject-matter fields.

The master catalogue of educational films is of course the *Educational Film Guide* published by the H. W. Wilson Company of New York. In addition, have you asked your state or city library for its own lists?

Among the national services that issue catalogues are the New York University Film Library, Press Annex, New York 3, New York; Encyclopaedia Britannica Film Library, 20 West Wacker Drive, Chicago 6, Illinois; Association Films, 347 Madison Avenue, New York 17, New York; and British Information Services, 30 Rockefeller Plaza, New York 20, New York.

Films supplied free are listed in a catalogue of the Modern Talking Picture Service, 9 Rockefeller Plaza, New York 20, New York.

Another fine new list that has recently come to my desk is *Films for International Understanding*. This carefully prepared 134-page document is a project of the Educational Film Library Association, 1600 Broadway, New York 19, New York, and sells for one dollar. The publication is much more than a list. It contains some fine and timely comment on international relations by such people as Pearl Buck; Eric Johnston, president of the Motion Picture Association; Edgar Dale of Ohio State University; and others. See also Bruce Mahan's list of films on page 25 of this issue.

The Educators Progress Service, Randolph, Wisconsin, has for sale a number of catalogues listing free instructional aids. Its latest is the fourth annual edition of the *Elementary Teachers' Guide to Free Curriculum Materials* (\$4.50). This organization also publishes, among other volumes, the *Educators' Index to Free Materials* and the *Educators' Guide to Free Films*, which contains a description of each film mentioned.

Lists of aids of all kinds, free and otherwise, on specific subjects appear each week in *Scholastic Teacher*.

- We are looking for a radio play suitable for the Christmas season. It should be for young children.—T. N. P.

YOUR librarian can answer your question far better than I can, but one of the best Christmas plays I know is called *The Littlest Angel*, from the story of the same name by Charles Tazewell. I heard it presented last summer at Teachers College, Columbia University, by a group of youngsters under the direction of Elizabeth Marshall. Many of the teachers in the audience were so pleased with the script that they are planning to use it in their schools. I myself do not know who dramatized the story, but you can obtain a copy of the script—and clearance for using it—from Burton Paulu, director of radio, University of Minnesota, Minneapolis 14, Minnesota.

The dramatization was written at that university, and especially for radio, but an ingenious teacher could no doubt adapt it to stage presentation. It can also be given over a public address system or as a mock broadcast in a school assembly hall or auditorium.

- Not long ago I saw some reference to a new gift-book certificate plan. Can you tell me something about it?—Mrs. J. B. K.

SINCE November is the month in which we observe Children's Book Week, this question is a very timely one. Timely too because it will solve many a Christmas-giver's problem.

England has had the gift-book certificate plan for some time, and it works very well there. The plan is quite simple. Suppose you want to give a book to a friend or relative but don't know just what book he wants. Or you don't know whether he already has a copy of a book you think he might like. What do you do? You go to your bookstore and purchase a gift-book certificate, paying whatever you wish. Then you send the certificate, or ask the store to send it for you. Your friend takes it to his bookstore and joyfully selects the book he wants.

More than eight hundred bookstores have already signed up for this plan. In brief, it will work very much like the well-established scheme for giving merchandise certificates from department stores.

- Where and when are the social studies teachers meeting this year?—T. M.

IN St. Louis at Thanksgiving time. And while we are on the subject of educational meetings the National Council of Teachers of English also meets at that time in San Francisco.

—WILLIAM D. BOUTWELL

What Kind of Home-School Partnership?

ANNA H. HAYES

First Vice-president, National Congress of Parents and Teachers



© Orritt Logan Snider

THE purpose of this association shall be educational." So reads the first statement of policy in the Bylaws of the National Congress of Parents and Teachers. Throughout its fifty years of growth—always under the direction of volunteer, lay leadership—the parent-teacher organization has held its place as an educational movement. Significantly enough, it was as one of four outstanding educational groups in America that the National Congress of Parents and Teachers was invited to send a consultant to the San Francisco Conference that organized the United Nations. Such recognition removes all doubt about the effectiveness of policy number one.

When a parent-teacher unit operates under this policy, it accepts responsibility for promoting the educational philosophy and program of the school system with which it works. It becomes, in fact, an interpreter of education; it attempts to develop, in the minds of parents and citizens in general, an attitude sympathetic to the purposes and methods of public education in community, state, and nation.

The third statement of policy also concerns the educational role of the P.T.A.: "The association shall not seek to direct the administrative activities of the school or to control its policies." And here we have need for some careful, analytical thinking. To what extent may the P.T.A. attempt to guide administrative activities of the school without violating this policy? To what extent may the P.T.A. use its influence in formulating school policy without violating National Congress policy? To these questions we may add still another: To what extent may the school administration seek to control the P.T.A. without destroying the usefulness of the association?

Many years ago I saw prominently displayed in a junior high school a poster defining the purpose

of the P.T.A. Among several other qualifying sentences were the following:

The P.T.A. *cooperates* with the school; it does not *operate* in the school.

The P.T.A. *deliberates* with the school staff; it does not *dictate* to the school staff.

The P.T.A. *finds facts*; it does not find *fault*.

In this simply stated creed we may find not only a pattern for good home-school relations but the answers to our questions.

One Extreme

WHEN I became president of our P.T.A.," remarked a delegate at a recent state convention, "I was told there was nothing for me to do but preside at meetings. And that was true. There was nothing to do because the principal did everything. She planned the program. She and the teachers served tea at every meeting and even washed the dishes. They bought prizes to be awarded to the room with the largest number of parents attending meetings. Indeed, they entertained the parents (mostly mothers) in grand style, but I am sure there were not ten of us who knew a thing about the Objects and aims of our organization. We knew nothing of its publications; its vast program of service; its legislation program; its health, parent education, and school lunch projects; or of the many techniques through which the public has slowly been made aware of its obligations to all children and youth.

"We did, of course, learn much about our own school, and we became acquainted with some of the teachers. But our sphere of interest and influence was limited to a small group of children—privileged children in that one school."

Unfortunately, there *are* such P.T.A.'s, where the parents are pleasantly entertained guests in the school and where the principal directs every phase of the parent-teacher program. Parent members and teacher members alike serve only as

firmly guided automatons, accepting passively a controlled program, enjoying the doubtful satisfaction that comes from doing "what one is supposed to do." Obviously the Objects of the Congress are not achieved in this type of association, and leadership is not developed to carry on a constructive program of home-school-community cooperation.

The Other Extreme

SOMETIMES, however, the pendulum swings too far in the other direction, and we find a parent-teacher unit completely dominated by parents—a group which *operates* without cooperation. A leader in such a unit confessed that the executive committee and the planning group always met in the homes of parents, so "we can plan the meetings without interference from the school people."

It is easy to dismiss such a situation by saying that this was not a true P.T.A. But this dismissal solves nothing. The situation that keeps the unit from functioning properly reveals an unwholesome lack of sympathy and friendliness between school and home which must surely be reflected in pupil behavior, pupil progress, and community support of the school. It also reveals a total ignorance of the purposes of the parent-teacher movement and may even reveal the source of that unfortunate accusation that the P.T.A. is "trying to run the school."

Sometimes a seemingly successful P.T.A. fails to comply with Congress policies regarding education and school cooperation simply because parents, teachers, and administrators do not fully realize their opportunities for working together. For example, there may be a school where the physical education program is directed toward developing a winning team rather than toward meeting the physical needs of every child. The reason may be, perhaps, that the principal is subjected to strong pressure from business and civic groups. If he really desires to administer the program for the benefit of all the pupils, he will be grateful for the help of the P.T.A. He will know that the P.T.A. can enlighten parents and the public generally about the permanent value of an adequate physical education program for every child, in contrast to the superficial value of having a winning team.

The P.T.A. does not seek to direct the administration of the school, but parent-teacher leaders will certainly find it their privilege to confer with the principal about such a problem of administration—that is, if he does not seek their help or attempt to discover their attitude.

Classroom teachers as well as parents are

deeply concerned about such problems. Every good teacher with high personal and professional goals is interested in the well-being of her pupils and their success in school. Teachers need representation on the P.T.A. planning group or executive committee because they experience the closest possible relationship with the pupil outside his own home. Frequently they are aware—even before his parents are—that a child is laboring against handicaps that could be removed. Sometimes such handicaps involve problems of administration that may be adjusted by means of impersonal conferences in the P.T.A. planning group before they become conflicts of ideals between home, school, and community.

The Partnership at Its Best

SOME years ago I heard a junior high school principal in Denver say, "A parent in my school once is a *curious* parent; a parent in my school twice is an *interested* parent; and a parent in my school three times is a *cooperating* parent." It was her conviction that after parents came to feel at home in the school, after they acquired a sense of partnership with the school staff through the medium of the P.T.A., together they could all attack any threat that affected the children.

The administrator who enjoys the confidence and friendship of parent-teacher leaders need have no fear of the P.T.A. It will not become a force attempting to direct administrative activities or control the policy of the school. On the other hand, the P.T.A. can and does solve many troublesome problems.

When the parent-teacher meeting becomes a place for friendly discussion about plans and problems (and not always problems) that have to do with the well-being of children and youth, a place where the classroom teacher, the principal, and the parents may feel free to consider ways of improving school conditions and home environments; when its members recognize that the development of any child is dependent on the development of all children, in the classroom and in the community alike—then and only then can the P.T.A. meet its educational objectives without fear of violating its policies.

There are too many unhappy children today, too many children out of harmony with their fellows and with the established standards of any community for the parent-teacher partnership to fail anywhere. We who seek to bring about better and more equal opportunities for children and youth cannot afford to fail as partners in this most important business in America—the education of forty million children, our greatest gift to an orderly and peaceful world.

Poetry Lane



Tomorrow and Tomorrow

Days are not numbered,
But our spending of them.

We will not be here always
Where the sun shines
And the moon casts lilac shadows on the snow.
We will not smell spring on the coming wind
Nor feel earth quicken under the slow fall
Of April rain.

So let us cherish every pulsing moment
Not scatter them from wastrel finger-tips.

—GLADYS EDGERTON

Going on Fifteen

The hill trails call to him
Like a bugle note.
He's off at the break of day,
A wild song in his throat.
Following the byways
Through forest land and clover;
Highways and skyways,
Curving up and over
To crests almost to Heaven—
He knew it was not far—
Where filled with youth's own leaven,
He swings upon a star,
Or mounts the neighing dawn-wind,
A steed to his desire,
And rides to meet the rising sun
Upon a road of fire.

Though his steed dismount him,
The journey but begun,
He will try again—again;
He will not be outdone.
Vowing, *I will ride him;*
My mind shall set his pace,
And spur him on forever through
The solitude of space!

Never voice your loneliness;
Hush your doubts and fears.
He shall learn enough of those
Through the future years.
Gaily wave him on his way,
Call to him, "Godspeed!"
He will return to you in time,
With visions for life's need.

—MARION DOYLE

This Is the Way

This is the way the sun came:
Licking the clouds with a coral flame,
Wooing a wildflower out of each bud,
Lending the scarlet poppy his blood.

This is the way the wind came:
Laughing at life in a rollicking game,
Whipping the clouds to creamy foam,
Smoothing the grass with his pocket comb.

This is the way the fog came:
Trailing her dress like a fat old dame,
Puffing and crowding, bumping the skies,
Blowing gray smoke in the lamplighter's eyes.

This is the way the rain came:
Skipping and dancing, always the same;
Kissing the rose and the hollyhock,
Singing a song in a silver smock.

This is the way the snow came:
Whispering softly a holy name,
Wrapping a world in a white velvet cloak,
Hushing the earth as the Wise Men spoke.

—LOLA INGRES RUSSO

Truth

A child is kin to everything alive.
And so this child who moves on rhythmic feet,
Safe in the truthful land of Not-Yet-Five,
Makes her own Eden of the city street.
She sees the golden day and hears its song,
And feels the ancient harmony of earth.
Each beast and man her brother, in the strong
And simple tie of common death and birth.
Tuned to the largo of her inner grace,
Feeling no burden, conscious of no lack,
Accepting joy like sunshine on the face.
She does not even know that she is black.

Child of the future sorrow, when you come
To the closed hand and heart, to the shut door,
Then may there kindly stand beside you some
Good angel from this joy you knew before.
An angel with the wisdom of full years,
With judgment to discern and love to heal,
Stronger than anguish, mightier than tears,
To teach you *that* is false, but *this* is real.

—SILENCE BUCK BELLOWS



Mrs. Frank A. Damm
President
Illinois Congress

Ambassadors of Friendship

THE parents listened. The teachers listened. And because they approved of what they heard at that October 1946 meeting of the Flossmoor, Illinois, Parent-Teacher Association, two hundred and thirteen destitute boys and girls in eighteen countries received twenty-seven hundred pounds of clothing, food, toilet articles, toys, sewing supplies, and other gifts during the 1946-47 term of the Flossmoor Public School.

The "Ambassadors of Friendship" plan was presented at that meeting by a member of the P.T.A., Mrs. Hayden B. Wingate. Pupils of District 161 would "adopt" individual needy children in countries overseas and would encourage good will not only by sending the lifesaving gift packages but also by writing letters. The success of the plan has exceeded even the hopes of its sponsors. This year it is spreading into communities far beyond the suburban village of Flossmoor, with its population of sixteen hundred. Chicago newspapers, Illinois radio stations, and nationally circulated magazines are telling the story of what one group of P.T.A. pioneers has done to build world understanding.

A Task Made to Order

IT was late summer in 1946 when some of the P.T.A. mothers in Flossmoor, comparing their own well-clad and well-nourished youngsters with the pictures of European war waifs, decided that something should be done to make their Marys, Donalds, and Susies more aware of the needs of boys and girls overseas. Here and there Sunday-school classes, women's clubs, and certain individuals were contributing money,

canned food, and clothes for shipment by relief agencies. But nowhere was there a concerted approach that included all the children in the community. Where better could this be done than in the public school? And what better way of teaching world friendship than by adopting and getting acquainted with particular families abroad?

Widespread inquiries revealed no precedent for such a large-scale project that involved a whole school. Flossmoor would have to work out its own techniques. Thereupon Mrs. Wingate, mother of two, promptly put her fountain pen, her telephone, and her car into service. She lined up a committee of twenty-five women who were willing to help launch the project. She located persons in the community and in the adjoining Chicago area who had connections in other countries and could provide names of needy families there.

Dewey Fristoe, superintendent of the school, heartily approved the idea. The P.T.A. board gave the go-ahead signal. And thus it was that at the October meeting of the P.T.A. Mrs. Wingate presented the plan in detail.

How They Did It

THE plan provided that each one of the fourteen rooms in the school would adopt two or three children near the pupils' own ages. To them, on an average of once a month, Flossmoor youngsters would send clothes, concentrated foods, and other essential articles. When the teachers asked their pupils what they thought of the idea, the re-

sponse was enthusiastic. And within a few days kindergartners to eighth-graders were trekking to school with outgrown or cast-off dresses, coats, underwear, shoes, and trousers; with cereals, cocoa, rice, gingerbread mix, and candy; with crayons, soap, tooth-



Young Antonio Peroglio of Italy, standing on the ruins of his home and proudly wearing clothes sent him by first-grade pupils of Flossmoor School.

brushes, buttons, stuffed animals, and doll dishes.

When the articles were all collected, committees of mothers from each room supervised the sorting, packing, and mailing. Since shipping was slow, the waiting was hard at both ends of the line. The children overseas, having received letters from the Flossmoor pupils telling them that gifts were on the way, "went wild with joy," as Nils' mother wrote from Norway. But the joy had to sustain them for many weeks.

Then finally came that first card from eight-year-old Marian of Holland, penned in English to second-grade Donald in the Flossmoor School. "Dear Donald: Thank you very much for the things you send us. We were very clad with the package. We hope you'll have a Merry Christmas and a Happy New Year. Your Dutch friends."

Correspondents from the Philippine Republic. Mrs. Salud G. Sinda and her two children, Gynald and Dgyrrah.

Letters Spur Friendliness

AFTER that, letters began pouring in from grateful children and parents. Belgium, Norway, Greece, and Germany were no longer mere spots on a map. They were the homes of Lucie, Nils, Gerti, Dimitrios, and Irmgard. Letters bridged the gap of summer vacation, and the opening of the new school term brought no questions about whether Ambassadors of Friendship would continue another year. It was a settled matter.

In fact, as a result of the Ambassadors of Friendship plan, some of the Flossmoor pupils are developing a hobby of corresponding with youngsters all around the globe. The nations that give the Flossmoor post office such an international atmosphere these days are Norway, Scotland, France, Belgium, Holland, Austria, Italy, Greece, Germany, Poland, Denmark, Finland, Japan, Hungary, England, Korea, China, Yugoslavia, and the Philippine Republic.

Sometimes the American pupils write as individuals; sometimes they write a composite letter as a class. They write about baseball, school activities, movies, vacations, hobbies. The teachers feel that the interchange of ideas is just as important to international friendship as providing underwear and chocolate pudding. In the Flossmoor area there are enough residents with a knowledge of foreign languages to translate the European letters into English, and most of the children overseas have contact with persons who know English.

A native-born German mother in Flossmoor and her niece in Hildesheim, Germany, are two of the most ardent of the German translators.

Toward Closer Comradeship

A DUTCH family adopted by a fifth-grade room is of particular interest as a welder of mutual friendship. The story begins on March 31, 1945, when Staff Sergeant Richard R. Bell of Harvey, a community four miles from Flossmoor, disappeared with eight other members of his bombing crew over Holland. "Missing in action" was the only word received.

A year later, however, the missing flyer's father heard indirectly that a young man in Holland named Jean Hofman was trying to get in touch with him. A mutual acquaintance made it possible for them to correspond directly, and for Mr. Bell to learn that Hofman was caring for his son's grave. Having found Sergeant Bell's name and serial number on the marker, the Hollander had spent months trying to trace the American relatives. To the grateful father he sent pictures of Richard's grave, and out of their regular exchange of letters has grown a friendship that will reach a climax when Mr. Bell pays a visit to Holland.

From Mr. Bell the Flossmoor P.T.A. obtained pictures, names, and ages of Hofman's younger brothers and sisters, including a pair of ten-year-old twins. The fifth grade got busy and sent packages. A seventh-grade girl adopted one of the sisters.

At the season's last meeting, Ambassadors of Friendship was hailed as the outstanding event in the unit's twenty-five-year history. And for proof the P.T.A. has only to offer such a letter as the one little Adele wrote from a displaced persons' camp in Vienna: "I thank you and all my unknown school friends with all my heart for all the love you give me through all the nice and lovely things you sent. I always was so sad, now I am happy because I have you."

Or the letter from the school principal in Athens, Greece: "This undertaking is one of the best good-will ambassadors America could send to Greece. We thank God for such friendly, liberty-loving people. Also God bless America."

Anyone wishing more information about this project may write Ambassadors of Friendship, Flossmoor, Illinois.

—FRANCES D. HERON



STUDY COURSE OUTLINE

- Based on the article

When Home and School Disagree

- See page 4.

PROBLEMS OF THE SCHOOL-AGE CHILD



DIRECTED BY RALPH H. OJEMANN

Outstanding Points

I. Disagreements can often stimulate people to significant accomplishment. It is not the *fact* that we disagree which is important but the *way* we disagree.

II. A primitive method of solving disagreements is by a "fight to the finish." But the human race is beginning to find out that disagreements need not be settled by combat, that peaceful disagreement is truly a fine art.

III. Because it is very difficult for any one person to get all the facts or see all sides of a question, it is essential that we learn to reason out our problems together.

IV. Disagreements between home and school center largely around these three areas: methods of discipline, classroom teaching practices, and general school policy.

V. Common causes of disagreement include conflicting purposes, half-truths and misunderstandings, blemished pride, the superiority complex, and resistance to new ideas.

VI. When home and school resort to conflict instead of mutually seeking a solution to their common problems, it is the children who suffer first of all.

VII. These methods are *not* recommended for solving disagreements: appeasement, sniping at one's opponent, free-for-alls, using veto power unwisely, postponing settlement by an armed truce, and whitewashing differences instead of seeking honest solutions.

VIII. Constructive ways of solving disagreements include getting all the facts, thinking straight, focusing attention on the problem instead of the personality, controlling the emotions, discovering common ground, and arriving jointly at a new and superior point of view.

IX. Through the P.T.A. parents and teachers can develop skill in solving disagreements constructively.

Questions To Promote Discussion

1. Give a real-life example of a disagreement that led first to a search for the facts and then to a solution based on these facts. Cite another case in which the problem was kept in proper focus so that personalities did not become the center of the discussion. Try to think of examples illustrating each of the other constructive methods listed in the article.

2. How can discussion of a disagreement result in a new point of view—or new horizon, as the author calls it?

3. Suppose that at a P.T.A. meeting your child's teacher suggested a change in the way most parents in the group disciplined their children. Would you resent the suggestion? What would be some effective ways of handling the problem?

4. How can the school superintendent, principal, and teachers be encouraged to give parents a better understanding of the school? How would such a program of public relations help in working out disagreements?

5. Susan's father feels she is not making as much progress in school as she is capable of making. How should he let her teacher know how he feels? What approach would be destructive rather than helpful?

6. In many communities teachers think they are not allowed to live like ordinary citizens. What would be a good way for them to talk over this problem with parents? Name some ways in which teachers can be helped to feel that they are respected members of the community. What practices would have just the opposite effect?

7. Sometimes an individual, either teacher or parent, insists on running things his own way. Why do such persons feel the need to dominate? What methods have you found to be successful in dealing with them? What should you avoid doing?

8. We have seen the veto power operate in the United Nations organization. Have you ever seen it operate in your community? What conditions led to its use? Was it a good way of solving disagreements?

9. The administrative and teaching staff at Mary's school believes that all students should take part in extra-curricular activities to foster their all-round development. But Mary's mother says her daughter spends so much time at school after hours that she cannot help with the housework. How can this dilemma be solved to the satisfaction of home, school, and Mary herself?

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STUDY COURSE OUTLINE

- Based on the article

Emotional Growing Pains

- See page 14.

PROBLEMS OF THE PRESCHOOL PERIOD

DIRECTED BY ETHEL KAWIN



In the third article of our 1947-48 study course we tackle one of the most difficult and challenging areas of human development. It is a topic in which every intelligent parent has a vital and eager interest, not only because he recognizes its importance but because in managing his children he has found emotional problems most difficult to handle. We know today that emotions affect both physical health and mental growth, that they make or mar an individual's happiness in living. Emotional immaturity is one of the most common problems of human beings; it lies at the root of many personal, social, national, and even international troubles. To be able to grow up emotionally is a developmental task that parents and teachers must help all children to accomplish.

We asked James L. Hymes, Jr., to write this article for us because he has just published a most helpful booklet called *A Pound of Prevention*, telling how to meet the emotional needs of young children. Though written primarily for teachers, it is full of valuable suggestions for parents, too. After you have read his study course article you will want to read the pamphlet too.

Suggestions for Programs

THE subject of emotions is so profound and so vital that it must be studied carefully and thoughtfully before we can launch into any sort of discussion. If a specialist in your community—psychiatrist, psychologist, or educator—is available, it will be helpful to have him talk to your study group on emotions and emotional problems before the members themselves attempt to discuss this important topic.

However, such a talk is not essential; study group members can themselves put on an excellent program. The preschool study group of the public schools of Glenview, Illinois, last year presented an unusually fine panel in which four fathers of preschool children discussed this subject. A symposium wherein each one of several members takes a specific question and talks on it for twelve to fifteen minutes can make a stimulating program if followed by general group discussion. The first participant might begin by describing present ideas regarding the nature of emotions and their purpose in human life. Other participants might discuss any or all of the following questions: *What are the different kinds of emotions that people have? Are we born with emotional responses, or how do we develop them? What kinds of emotional behavior are commonly found in infants and preschool children? What is the parent's role in guiding a young child's emotional growth? What is the nursery school or kindergarten teacher's?*

Pertinent Points for Discussion

IN addition to the major topics indicated above, group discussion might include the following:

1. What does the author mean when he says that feelings start at birth and that children learn feelings as a part of everything else they do?
2. How does a child develop the "typical emotional responses" that eventually become his emotional attitudes—harder to change the older he becomes?
3. Describe in detail some of the ways in which a child must give up as he grows up.
4. Discuss how we may observe a child to find out when he is ready for the next stage in his emotional growing up. Why is it bad to rush children into emotional patterns they are not really ready for?
5. What are some of the specific things parents can do to help a child in his emotional growth? What are some of the things that parents unintentionally but frequently do to hinder this growth?
6. Why do most children sometimes slide back into more childish ways? What should parents and teachers do when this happens?
7. What is meant when we say that growing up emotionally does not mean feeling less but feeling more—and more deeply?

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Motion Picture PREVIEW

WHAT shall we permit our children to see at the movies?" is a question heard wherever thoughtful parents gather nowadays. But aren't we forgetting that while we talk about what films children shall be permitted to see, they themselves have been busy seeing? Most youngsters are permitted to attend the movies fairly regularly on Saturdays. They see, of course, whatever happens to be playing at the local theater on that particular day. They go because they love the action and color of the screen, but at the same time they learn a good deal about the world and life in general. And though they are often more expert in the appraisal of film quality than the average adult, they are not so expert in understanding the social and cultural values of the films they have seen.

WHY? Chiefly because we as parents and educators have given them no companionship in theater attendance, no clarification of the meaning of what they have seen. By frittering away our energies in ineffectual efforts to prevent contact between the child and the film, we have built a wall of antagonism that prevents many a young person from accepting the guidance he needs.

Limits should, of course, be placed upon motion picture attendance. Very young or very emotional children should not be permitted to see movies, and a child should always be accompanied by adults during his early theater-going years. Particularly if your son or daughter is exceptionally mature and understanding, should you take advantage of that fact by selecting his film experiences carefully, attending the theater with him, and helping him to enjoy what he sees there.

Normally, children under six should not go to movies at all, and yet I can think of notable exceptions. *Fantasia* or *Song of the South*, for example, can be a delightful experience for some children of four or five. Certainly, occasional attendance at wisely chosen pictures in the company of a sympathetic adult will prepare the child for intelligent selection of his own film fare later on.

THERE seems to be little hope for increased production of films for children in the foreseeable future, but many communities are arranging film programs for young people, using the services of the Children's Film Library (see the May 1947 issue of the *National Parent-Teacher*). However, such a project takes work on the part of everyone—schools, P.T.A.'s, theaters, youth groups, churches, and the press. Along with this movement should go a parallel movement in the schools, an effort to teach children to evaluate the films they see.

In motion pictures we have an art of universal appeal. Let us therefore resolve to make of that art a pathway to maturity and a better understanding of our fellow men.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

Last of the Redmen—Columbia. Direction, George Sherman. Technicolor lends post-card fascination to the wild woods and mirrored lakes of this wholesome, artistic historical drama. The direction is understanding, and the well-chosen cast performs with sincerity and human appeal. This is a picture that can be enjoyed by the entire family. Cast: Jon Hall, Michael O'Shea, Evelyn Ankers, Julie Bishop, Buster Crabbe.

Adults 14-18 8-14
Good Good Interesting

Life with Father—Warner Brothers. Direction, Michael Curtiz. An amusing biographical comedy, this screen version of the life of the Day family has succeeded its stage predecessor without the loss of a laugh or any departure from eccentric characterization. The Technicolor is magnificent in its subdued treatment of the styles of the 1880's, and the music of the era adds much to the enjoyment of the picture. The religious angle, as it is handled, may not escape criticism from some conservatives. Cast: Irene Dunne, William Powell, Elizabeth Taylor, Edmund Gwenn, Zasu Pitts.

Adults 14-18 8-14
Exceptional Enjoyable Good

Mother Wore Tights—20th Century-Fox. Technicolor. Direction, Walter Lang. Although this is a musical comedy featuring some delightful song-and-dance numbers, it is really a family story that uses the vaudeville stage as a background. The film combines such a variety of interests that many people will want to see it a second time. There is not a dull moment in this story of how Myrtle and Frank Burt reached the top in big-time vaudeville and Grandmother made a home for their two adorable girls. Cast: Betty Grable, Dan Dailey, Mona Freeman, Connie Marshall.

Adults 14-18 8-14
Excellent entertainment Yes Yes

The Secret Life of Walter Mitty—Goldwyn-RKO. Direction, Norman Z. McLeod. High comedy with a touch of pathos affords Danny Kaye the smartest outlet so far for his exceptional talents. The mother-dominated, shy young man, who often daydreams fabulous, exciting adventures in which he is the hero, becomes involved in real-life adventure. The color photography is an exquisite medium for the change from reality to fantasy, and some of the daydream sequences are utterly lovely. Danny's song impersonations are particularly clever, especially those of the Dutch band leader and the French hat designer. Excellent entertainment. Cast: Danny Kaye, Virginia Mayo, Boris Karloff, Fay Bainter, Ann Rutherford, Thurston Hall, Gordon Jones, Florence Bates, Reginald Denny.

Adults 14-18 8-14
High entertainment Delightful Very good value

Wyoming—Republic. Producer-director, Joe Kane. An action-packed, historically accurate story of how Wyoming was settled. Maria Ouspenskaya, in a distinguished, straightforward characterization, lends dignity and culture to the atmosphere of the West. William Elliott does an excellent portrayal of a man's aging in years but not in spirit. Cast: William Elliott, Vera Ralston, John Carroll, George "Gabby" Hayes, Virginia

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Grey, Albert Dekker, Maria Ouspenskaya, Grant Withers, Minna Gombell, Harry Woods.
 Adults 14-18 8-14
 Exceptional Excellent Good

FAMILY

(Suitable for children if accompanied by adults)

Golden Earrings—Paramount. Direction, Mitchell Leisen. An exceptionally fine cast adds much to this colorful tale, which weaves a highly imaginative romance into a melodrama of intrigue and espionage. The lovely forests of Bohemia are used as the backdrop curtain for the vigorous dances and haunting melodies of the gypsies. Cast: Ray Milland, Marlene Dietrich, Murvyn Vye, Bruce Lester.
 Adults 14-18 8-14
 Good Yes Fair

Nicholas Nickleby—Ealing-Rank. Released by International-Universal. Direction, Cavalcanti. Tense, exciting Dickens melodrama. Lighting, costumes, photography, direction, and continuity, together with an able cast make this tale, with its strange personalities, interesting to the very end. However, the cruelty and the sordid atmosphere make it unsuitable for young audiences. Cast: Derek Bond, Sir Cedric Hardwicke, Mary Merrall, Sally Ann Howes, Bernard Miles, Athene Seylor.
 Adults 14-18 8-14
 Exceptional Mature Too sordid

Stork Bites Man—Comet-United Artists. Direction, Cyril Endfield. This rather amateurish farce-comedy is based on the current housing problem and the "no-children-no-pets" clause in many rental agreements. However, its tempo changes in the middle, and the film becomes a picture with a mission. Settings and costumes are simple and lend a naturalness to the situations. Cast: Jackie Cooper, Gene Roberts, Emory Parnell, Gus Schilling, Sarah Selby, Scott Elliott, Margery Beckett.
 Adults 14-18 8-14
 Fair Fair Little interest

ADULT

Adventure Island—Paramount. Direction, Peter Stewart. Adventure melodrama with an unconvincing South Sea background makes this strenuous, rather poorly directed picture reminiscent of the early movie serials. Unstable ethical values and violent situations make this an unsuitable picture for children. Cast: Rory Calhoun, Rhonda Fleming, Paul Kelly, John Abbott.
 Adults 14-18 8-14
 Possibly Possibly No

Body and Soul—Enterprise-United Artists. Direction, Robert Rossen. This strong, well-enacted dramatization of the life of a prize fighter shows the racketeering and exploitation to which he is exposed. Although the picture shows prize fighting in all its brutality, the ethical values are high, and right triumphs in the end. John Garfield gives a superb performance. Because of the nature of the story, the film is suitable only for adults. Cast: John Garfield, Lilli Palmer, Hazel Brooks.
 Adults 14-18 8-14
 Good Too brutal No

The Burning Cross—Screen Guild. Producer-director, Walter Colmes. This forceful story has little of entertainment value. It brings home deplorable facts so strongly that one feels deeply ashamed that such black intolerance, such exploitation of the weak and vulnerable, such crimes against humanity are allowed to exist in our beloved America. Most unfit for children but thought-provoking for adults. Cast: Hank Daniels, Virginia Patton, Dick Rich, Joel Fluellen, John Postini.
 Adults 14-18 8-14
 Possibly No Positively no

Dark Passage—Warner Brothers. Direction, Delmer Daves. This fast-moving mystery drama, expertly cast and directed, presents the story of an escaped convict, determined to prove his innocence. Because ethical values are confused and confidence in our trial-by-jury method is shaken, this picture, though well done, is suitable for mature audiences only. Cast: Humphrey Bogart, Lauren Bacall, Bruce Bennett, Agnes Moorehead, Tom D'Andrea, Clifton Young.
 Adults 14-18 8-14
 Very good Mature No

Down to Earth—Columbia. Direction, Alexander Hall. Musical fantasy, with a background of unusual and bizarre effects. Again we meet our friend, Mr. Jordan—this time in gorgeous Technicolor. The production is elaborate, the cast good; but the story is confusing and extreme, and the ethical values weak.

Cast: Rita Hayworth, Larry Parks, Marc Platt, Roland Culver, James Gleason, Edward Everett Horton.
 Adults 14-18 8-14
 Good Good No

Kiss of Death—20th Century-Fox. Direction, Henry Hathaway. A brutally realistic melodrama of the New York underworld, skillfully directed and photographed. A twice-convicted jewel thief turns state's evidence and gains his parole. In so doing, he exposes his children to retribution from the gangsters. The dramatic conflict is solved by his offering himself as a target so that the police can capture a sadistic dope-fiend murderer. Definitely not for children. Cast: Victor Mature, Brian Donlevy, Coleen Gray, Richard Widmark.
 Adults 14-18 8-14
 Strong fare No No

Out of the Blue—Eagle-Lion. Direction, Leigh Jason. Built upon the tried and true formula that provokes laughter from the sophisticates, this farce-comedy is reminiscent of "Getting Gertie's Garter" and countless others of that ilk. Its setting is Greenwich Village, and its direction, photography, and musical score make the most of their opportunity. Because the plot is motivated by a character who is in a continuous state of intoxication, it is not ethically suited to immature audiences. Cast: George Brent, Virginia Mayo, Turhan Bey, Ann Dvorak.
 Adults 14-18 8-14
 Matter of taste No No

Singapore—International-Universal. Direction, John Brahm. Temple bells, Oriental music, and a passenger plane winging its way toward Singapore set the mood for this trite adventure story. Pearl smuggling, intrigue and counterintrigue, amnesia, and the usual garrulous American tourists—all these are in the picture. Yet in spite of an excellent cast, it still adds up to only fair entertainment. The Oriental backgrounds are interesting, and this picture will have appeal for certain mystery-adventure fans. Cast: Fred MacMurray, Ava Gardner, Roland Culver.
 Adults 14-18 8-14
 Fair Of interest No

The Unsuspected—Warner Brothers. Direction, Michael Curtiz. A tense, spine-chilling murder story that is gory enough to satisfy the most avid mystery fans. The light, sophisticated repartee of Althea Kane contrasts strongly with the ruthless, sadistic radio commentator who murders for money to satisfy his expensive tastes. Claude Rains, as the suave Alexander Grandison, never for a moment loses character. The ending—that of the commentator broadcasting his confession—is unique. Too much drinking and the light manner in which marriage is treated make this picture ethically unsound. Cast: Joan Caulfield, Claude Rains, Audrey Trotter, Constance Bennett, Hurd Hatfield, Michael North.
 Adults 14-18 8-14
 Tense but interesting No No

Wild Harvest—Paramount. Direction, Tay Garnett. This virile epic of the American wheat fields might have been of real educational value despite the rowdy and boisterous dialogue, but the romantic interest is objectionable and cheapening. Cast: Alan Ladd, Dorothy Lamour, Robert Preston, Lloyd Nolan.
 Adults 14-18 8-14
 Good for men and mature boys Poor No



Irene Dunne and William Powell as Mr. and Mrs. Day, with their four sons, in *Life with Father*.

Looking into Legislation

SINCE the termination of UNRRA, responsibility for the operation of camps for displaced persons in Europe has been taken over by the Preparatory Commission of the recently organized International Refugee Organization, approved by the General Assembly of the United Nations. The IRO now has a large enough membership of nations to enable it to start functioning under a budget that includes voluntary contributions made by member governments. This membership at present consists of the United States, Australia, Canada, China, Guatemala, Iceland, the Netherlands, New Zealand, Panama, and Great Britain. However, eleven other nations, comprising a needed additional 9 per cent of the budget, have not completed ratification of the constitution. Consequently, the IRO is as yet a provisional organization that receives operating funds on a month-to-month basis only.

If sufficient funds are provided, the IRO hopes to resettle 96,500 displaced persons by the first of next year, according to the new secretary-general, William Hallam Tuck. He points out that the only answer to this appalling problem is for the various governments to sign agreements accepting some of the DP's as immigrants. Several nations are already planning to admit them. Australia will permit four thousand to enter between now and the end of 1947 and one thousand a month thereafter. Belgium has begun resettlement of families eventually to total from thirty thousand to ninety thousand.

STILL in a subcommittee of the House of Representatives is the Stratton bill (H.R.2910), on which a report to the full Judiciary Committee will probably be made early in January. This measure would authorize the United States during an emergency period to admit its fair share of displaced persons from Germany, Austria, and Italy "in a number equivalent to a part of the total quota numbers unused during the war years."

Introduced late in the last session of Congress was the Ferguson bill (S.1563), which was referred to the subcommittee on immigration of the Senate Judiciary Committee. The bill provides for the admission during the next four years of any displaced person who qualifies under the present immigration laws. Unlike the Stratton bill, which limits the number of DP's entering in any one of the next four years to one hundred thousand persons, this measure does not place a limitation on the number to be admitted.

Full committee hearings on the Stratton bill will not be held until after the completion of a special investigation authorized by Senate Resolution 137, which was introduced by Senator Revercomb of West Virginia and passed just before Congress adjourned. The resolution calls for an over-all investigation of immigrant problems and policies, including the DP problem, before any legislative action (on that or any other immigration matter) may be undertaken. However, an amendment to the resolution provides that the section of the investigation dealing with displaced persons be concluded on or before January 10, 1948. The special committee called for includes Senator Revercomb, chairman; Senators Cooper, Donnell, McCarran, and McGrath from the Judiciary Committee; and Senators Smith and Saltonstall as advisers representing the Foreign Relations Committee and the Armed Services Committee, respectively.

Several other congressional committees are touring Europe to learn at first hand the magnitude and emergency nature of the displaced persons problem. A four-member subcommittee from the House Foreign Affairs Committee is visiting DP camps in connection with a survey of the newly functioning IRO. Another committee of eighteen members, headed by Representative Herter of Massachusetts, is now in Europe to study possible application of the Marshall plan. It has made arrangements to

Contributors

IVAN A. BOOKER, one of the most able thinkers in American education, is assistant director of the N.E.A.'s Research Division. An ardent exponent of the parent-teacher program, Dr. Booker devotes much time to furthering home-school cooperation. He is past president of the Henry Clay P.T.A. and of the Arlington County Council of Parent-Teacher Associations at Arlington, Virginia.

The need for an educator who could carry out the demanding tasks of the chairmanship of the National Commission for UNESCO brought into the foreground a member of a distinguished American family, MILTON S. EISENHOWER, president of Kansas State College and former associate director of the Office of War Information. His services were warmly applauded at the Commission's Chicago meeting.

JAMES GRAY, eminent critic of modern literature, is now book editor of the *Chicago Daily News*, after two decades with the *St. Paul Dispatch-Pioneer Press*. His daily comments on books and writers during that period are included in his recent volume *On Second Thought*. Mr. Gray has written many other books, fiction and non-fiction, and several plays.

JAMES L. HYMES, JR., is the witty and understanding author of that most valuable booklet—*A Pound of Prevention: How Teachers Can Meet the Emotional Needs of Young Children*. He is professor of education at State Teachers College, New Paltz, New York, and president of the National Association for Nursery Education. He contributes frequently to professional journals.

GRACE LANGDON is a widely known and popular authority on the psychology of children. One-time specialist in nursery schools and family life education for the WPA, Dr. Langdon is today director of a consultant service for manufacturers and distributors of children's products. She is author of *Home Guidance for Young Children* and former faculty member of Teachers College, Columbia University.

No adult educator in this country commands more attention and affection than does BONARO W. OVERSTREET, whose philosophy of life is an inspiration to countless readers. Among her highly acclaimed books are *Search for a Self*, *Courage for Crisis*, and *Freedom's People*.

W. W. ZUELZER, an outstanding physician who also possesses a clear and facile pen, is a member of the department of pediatrics and pathology in the College of Medicine, Wayne University. He serves, too, as director of laboratories at the Children's Hospital of Michigan. The research of men like Dr. Zuelzer is hastening progress on the preventive-medicine front.

This month's "P.T.A. Frontier" was prepared by Mrs. L.T. Heron, past historian, Flossmoor Parent-Teacher Association, and Mrs. Frank A. Damm, president, Illinois Congress.

visit DP camps to determine how this problem would affect our ability to sustain the Marshall proposals for economic reconstruction in Europe.

Support of the Stratton bill was recommended in June by the Board of Managers of the National Congress of Parents and Teachers. State congresses are therefore urged to give the measure serious study and to take action before Congress reconvenes.

—EDNA P. COOK

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